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ABSTRACT

Preparatory and follow-up activities as well as proceedings are described in this report of a conference that brought representatives of 103 tribes together to discuss and lay the groundwork for comprehensive improvement of library and information services for Indian communities served by the Bureau of Indian Affairs. Chapters I, II, and III outline the history of the conference, the planning process, the goals and objectives, the structure of the task forces, and the planning documents. Chapter IV provides a narrative account of conference meetings and activities and excerpts from speeches by Rick Lavis, Deputy Assistant for Indian Affairs, and by W. Roger Buffalohead, the independent conference evaluator. Chapter V gives the official conference resolutions and a summary of recommendations: concerns include legislation to fund information and library programs for Indian reservation communities and self-determination in the development of the programs. Conference delegates and their biographies are listed in Chapter VI; Chapter VII describes post conference publicity and follow-up activities. Chapter VIII presents a detailed evaluation of the conference, i.e., participant characteristics, participant evaluations of conference effectiveness, and the adequacy of resources and organization. Appendices contain a variety of related documents including a directory of participants by state and by tribe. (JH)

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The White House Conference on Library and Information Services

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SELF-DETERMINATION REQUIRES INFORMATION POWER!

The Report of Record

on

The White House Pre-Conference on Indian Library and Information Services On or Near Reservations

October 19-22, 1978
Airport Hilton Inn, Denver

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The
White House
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on Library
and
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Center for Information
and Library Services
U.S. Dept. of the Interior
Washington, D. C. 20240

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I. Introduction

In 1974, the National Commission on Libraries and Information Science (NCLIS) undertook a series of hearings regarding the adequacy of library and information service to American Indians* in both urban and reservation areas. Investigators uncovered great need, and an abysmal lack of policy direction for library service to this special group. This led the Commission to support the concept of its responsibility for such library and information service, as a part of Federal responsibility for the education of American Indians living on or near reservations. The Commission created an Indian subcommittee and its findings concerning the present status and needs of library services for Indian people were expressed in _A Report and Recommendations to the National Commission on Libraries and Information Science Relating to the Improvement of Opportunities for American Indians_, written by Virginia H. Mathews as consultant to NCLIS. The report was transmitted to the Secretary of the U.S. Department of the Interior as well as to appropriate officials at the U.S. Office of Education. The Commission's responsibility for the development of library services to American Indian people was summarized in its over-all planning document, Toward A National Program for Library and Information Services (NCLIS 1975). As a follow-up action, a special White House Pre-Conference was authorized, to insure that the needs and ideas of the on or near reservation American Indian community would be elicited along with those of state groups at the national White House Conference on Library and Information Services, (to be held in November 1979). The rationale for a separate conference is that the education of American Indians living on or near reservations is a Federal rather than a state responsibility. Since reservation residents are not a part of a state's tax base, it seemed unlikely that the Pre-Conferences conducted by the states would include discussion of library/information services for the on or near reservation community. On the other hand, consideration of such services for rural and urban Indians not living on or near the reservation properly would be included in the state Pre-Conferences.

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*Throughout this report, the term "American Indians" will be used to refer to all individuals who: (1) are members of a tribe, band, or other organized group, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the state in which they reside, or who are descendants, in the first or second degree, of any such member; or (2) are considered by the Secretary of the Interior to be Indians for any purpose; or (3) are Eskimo or Aleut or other Alaska natives.

The White House Pre-Conference on Indian Library and

Information Services On or Near Reservations was the first known national Indian meeting concerned with library and information services.

Responsibility for the conduct and administration of the Indian Pre-Conference was assigned to the Office of Library and Information Services, U.S. Department of the Interior, which worked closely with personnel from the Commission and from the Bureau of Indian Affairs (also part of the Interior Department). Mary A. Huffer, Director of the Office of Library and Information Services, set up an all-Indian Planning Committee to serve as the policy-making body for the Pre-Conference. The Planning Committee, numbering fourteen, was assisted by resource persons from the U.S. Office of Education, the Bureau of Indian Affairs, the NCLIS and others. Planning Committee members were educators, librarians, businessmen, and tribal representatives and officials. Virginia H. Mathews (Osage) was appointed to serve as Chairman of the Pre-Conference and the Planning Committee.

The Planning Committee set the following goals and objectives for the Pre-Conference at its first meeting:

GOALS

1) To raise awareness among Indian people of potential benefits of library/media/information services and

their relevance to Indian concerns, issues and interests, especially their value in supporting the development of self-determination.

2) To provide an opportunity for Indian people throughout the United States to reach consensus on a long-range plan to improve and develop library/media/information services on or near reservations.

3) To provide focussed input on library/media/information needs and services as they relate to national Indian issues into the White House Conference on Library and Information Services, and to raise awareness of Indian library/media/information needs in the society as a whole.

Some means of arriving toward achievement of these goals were set forth in the following objectives:

OBJECTIVES

1) To convene a group which is representative of a range of Indian interests, localities, tribes, organizations, and communities.

2) To prepare background material and documentation on Indian library/media/information needs and the current status of services addressing these needs for Indian interests, localities, tribes, organizations and communities.

3) To gather input from Indian Communities on the preferred means for development of Indian library/media/information service.

4) To incorporate recommendations of the Pre-Conference participants into the Working Draft of the BIA Plan for the Improvement of Library/Media/Information Programs, to form the action document for the development of Indian library service on or near reservations.

5) To produce a report and recommendations from the Pre-Conference for wide distribution throughout Indian America and for formal Indian input into the White House Conference on Library and Information Services.

In general, the purposes of the White House Pre-Conference on Indian Library and Information Services On or Near Reservations were similar to those of the other White House Pre-Conferences: The Indian conference convened a widely diverse group of American Indians to act as a citizens' forum on the needs of Indian communities on or near reservations, to represent them and to articulate library/media/information service needs in Indian America.

Delegates enthusiastically supported the development of library and information services and facilities on or near reservations. Much practical knowledge was exchanged concerning how to begin and maintain a tribal library and information center. Dollars are a major concern, and talks on existing grant programs and future potentials for funding were warmly received and hotly debated in group discussions.

The connecting thread which was evident throughout the conference was the need for policy development and legislation to support Indian libraries. The first of the set of resolutions passed by the body of delegates underlines the fact "that Federal trust responsibility relating to education mandates inclusion of library/information resources,"* and goes on to propose a National Indian Omnibus Library Bill to provide a consistent funding base and coordinated approach to programming. Other resolutions also point to new directions for legislation.

These resolutions have been disseminated to all Federally-recognized tribes, to American Indian educators and librarians, to Bureau of Indian Affairs educators and librarians, and to Indian organizations.

There has been already a lively response to the Pre-Conference and its resolutions by tribes and organizations. The Pre-Conference report will receive wide distribution to tribes, legislative bodies, and organizations. The Pre-Conference Planning Committee and the delegates and alternates elected to represent the Pre-Conference participants at the 1979 White House Conference on Library and Information Services are now working together with a variety of groups toward the implementation of Pre-Conference goals and resolutions. Library-information service to American Indians is expanding productively as a result of this national spotlight on its needs and opportunities. But the end goal -- to provide quality library, media and information services to American Indians on a level at least comparable to that of the larger society, is still far in the future, and the work is only just begun.

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*White House Pre-Conference on Indian Library and Information Services On or Near Reservations, Resolution # 1. See p. 52.

II. Planning Process

In line with a three-year-old commitment by the Commissioner of the Bureau of Indian Affairs (BIA) to the improvement of Bureau libraries, the Office of Indian Education Programs (OIEP) in the BIA provided funding in the amount of $89,894 towards the White House Pre-Conference on Indian Library and Information Services On or Near Reservations. OIEP also provided consultation and staff liaison through Dulcie Wolf (Assiniboine/Chippewa) and Donald J. Fosdick.

The pre-conference was coordinated by Mary A. Huffer, Director, Office of Library and Information Services, U.S. Department of the Interior. Mrs. Huffer provided support staff time from members of her own staff and key resource persons.

An NCLIS grant was awarded, at the $13,750 level. NCLIS appointed Ronald Linehan as official staff liaison, and Mary Alice Reszetar, NCLIS associate director, served as resource person for the Planning Committee along with Commissioners Bessie Moore and Marian Leith, (chairman and member, respectively, of the NCLIS subcommittee on the American Indian Libraries).

Lists of Indian librarians, educators and other professionals were carefully reviewed before naming fourteen American Indians, including Ms. Mathews as Chairman, to the Pre-Conference Planning Committee. In choosing committee members, geographic distribution and a balance among occupations and tribal affiliations were considered. Nominations were widely solicited and many of the suggested names were incorporated into the final list. The Office of Indian Education Programs (OIEP), Bureau of Indian Affairs (BIA), reviewed and approved the list before invitations were sent out in September of 1977.

Planning Committee members were as follows: William Demmert (Tlingit-Sioux), University of Washington School of Public Affairs, Seattle, Washington, formerly Director, Office of Indian Education Programs, Bureau of Indian Affairs; Maxine Edmo (Shoshone-Bannock), Fort Hall Business Council, Fort Hall, Idaho; Anthony Genia (Ottawa/Choctaw), Hamline University, St. Paul, Minnesota; David Gipp (Sioux), Director, Educational and Technical Center, United Tribes of North Dakota, Bismarck, North Dakota; Joseph Hardy (Navajo), Navajo Small Business Development Corporation, Fort Defiance, Arizona; Calvin Isaac (Choctaw), Chairman, Choctaw Tribal Council and member, National Tribal Chairmen's Association and National Congress of American Indians, Philadelphia, Mississippi; Virginia H. Mathews (Osage), Chairman, Planning Committee and Chairman of the Pre-Conference, of Gaylord Professional Publications, Hamden, Connecticut; Cheryl Metoyer-Duran (Cherokee), University of California Graduate School of Library and Information Science, Los Angeles, California; David Risling (Hoopa), Deganawidah Quetzcoatl University, Davis, California and University of California at Davis; Joseph "Bud" Sahmaunt (Kiowa), Oklahoma City University, Oklahoma City, Oklahoma; Lotsee Smith (Comanche), Texas Women's University Library School, Denton, Texas; Peter Soto (Cocopah), Bureau of Indian Affairs, Phoenix Area Office, Phoenix, Arizona; Minerva White (Mohawk), Director, Native American Special Services, St. Lawrence University, Canton, New York; and Marilyn Youngbird (Arikara), Executive Director, Colorado Commission on Indian Affairs.

Resource persons appointed to the Planning Committee included: Nellie K. Buffalomeat (Cherokee), Sequoyah High School Library, Bureau of Indian Affairs, Tahlequah, Oklahoma; Jean E. Coleman, Office for Library Outreach Services, American Library Association; Norman Higgins, Arizona State University, Department of Educational Technology and Library Science, Tempe, Arizona; Paul Janaske, Office of Libraries and Learning Resources, U.S. Office of Education, Washington, D.C.; Marian Leith, NCLIS Commissioner, State Library, Raleigh, North Carolina; Ronald Linehan, NCLIS, Washington, D.C.; Bessie Boehm Moore, NCLIS Commissioner, State Department of Education, Little Rock, Arizona; Mary Alice Reszetar, Associate Director, NCLIS, Washington, D.C.; Roderick G. Swartz, State Librarian, Washington State Library, Olympia, Washington, a leader in the Council of State Library Agencies (COSLA) who represented that group; Charles Townley, Library Planner, University of Michigan, Ann Arbor, Michigan; and Dulcie Wolf (Assiniboine/Chippewa), Office of Indian Education Programs, Bureau of Indian Affairs, Washington, D.C.

The Planning Committee met for the first time in Tulsa, Oklahoma, on November 18th and 19th, 1977 at the Tulsa Hilton Inn. Background information concerning the pre-conference was included in the invitation letter to prospective Planning Committee members and the Chairman provided some initial proposals for committee consideration. The Planning Committee developed and adopted goals and objectives and a tentative time frame was prepared;

December '77

Press release about the pre-conference and the first Planning Committee meeting, to be distributed to the Department of the Interior mailing list and the Bureau of Indian Affairs Indian newspaper mailing list.

Letters of invitation for background papers prepared and distributed.

January '78

First round of invitation letters to Indian organizations, asking them to sponsor delegates to the conference.

Final budget secured.

February '78

Second Planning Committee meeting, Denver, February 3 and 4.

Papers commissioned.

Program outlined. '

March '78

Second round of invitation letters to potential delegates, with alternates.

Appointment letters ready.

July '78

Finalize program.

Set specific tasks to be performed during the conference itself.

Preview papers.

August '78

Distribute the papers to delegates.

October '78

Training of discussion leaders and reporters.

Hold pre-conference.

The Committee set dates and site for the pre-conference and asked Marilyn Youngbird, on site in Denver, to investigate conference facilities in the Denver area with attention to cost, convenience to the airport, and adequacy of facilities. Denver was chosen by unanimous vote because of its central location within Indian country, the availability of numerous flights into and out of Stapleton International, and because the cost estimate for Denver was lowest among the four cities considered (the others were Tucson, Albuquerque, and Tulsa).

A tentative budget was presented, revised and adopted by the Committee.

The Committee discussed the selection of pre-conference delegates and devised criteria as follows:

> All delegates must be Indian.
>
> All delegates must be able to attend the full three days of the pre-conference.
>
> All delegates must agree to read all documentation relating to the pre-conference.
>
> All delegates must be willing to provide written biographical information in conference documents.
>
> All delegates must be willing to take part in discussion, working with people from different organizations, tribes and geographic locations.
>
> All delegates must be ready to make concrete recommendations concerning the improvement of library and information services on or near reservations and actively assist in the task of developing resolutions.
>
> All delegates must be willing to assist in disseminating information from the pre-conference and action follow-up.

In addition to Committee-selected delegates, it was decided to invite each Indian tribe and Indian-controlled organization to sponsor one voting delegate by paying their conference-related expenses. There were therefore two categories of delegates: a) general delegates, whose expenses were to be paid out from the operating budget, and b) organizational delegates, whose expenses were to be paid by Indian tribes or Indian-controlled organizations. Only one organizational delegate was to be permitted per tribe or organization. The organizational delegate category was added because the pre-conference budget could only cover the expenses of sixty-two general delegates in addition to Planning Committee members. This was felt to be very few slots to represent adequately the over three hundred Indian tribes and hundreds of Indian organizations within the United States.

Committee members prepared a preliminary list of organizations to be invited to the conference, and agreed to send more addresses, as well as suggestions for general delegates.

The Committee developed tentative plans for background paper topics and chose authors to be commissioned to write the papers.

Subcomittee assignments were made, and two outside evaluators, Prof. Roger Buffalohead (Ponka) from the field of Indian education and Dr. Lowell Martin from the library field, were selected.

Subcommittee Assignments

Program: Joe Hardy, Minerva White, Calvin Isaac, Bud Sahmaunt, Lotsee Smith (with Bud Sahmaunt and Lotsee Smith working specifically on discussion group procedures and leader training)

Participant Selection and Information Dissemination: Cheryl Metoyer-Duran, Maxine Edmo, David Gipp

Evaluation (both product and process evaluation): Tony Genia and Pete Soto

Budget: Dave Risling

Local Arrangements: Marilyn Youngbird

The Committee voted to have a second meeting February 3rd and 4th, 1978, at the hotel proposed for the conference, the Denver Airport Hilton Inn, the lowest bidder.

At its second meeting, the Committee reviewed the proposed papers and authors. The Committee asked the staff to prepare invitation letters to the authors.

Subcommittees met and produced: a draft program outline; a set of recommendations concerning discussion groups and discussion leader and reporter training; schedules for delegate nominations; a plan for selection and information dissemination; and a preliminary evaluation outline. Subcommittee reports were discussed and recommendations adopted by the full Committee.

A round-up of program considerations with regards to the relationship of papers, speakers, and discussions to goals, objectives and recommendations was summarized as follows:

1) Needs: addressed by papers of Joseph Hardy, Cheryl Metoyer-Duran, Jack Forbes, Dave Warren, and Del LaVato.

2) Existing Access: case histories paper (Maxine Edmo, etc.); paper by Vine Deloria; talks by Gerald Gipp, Sam Deloria, John Wabaunsee, and Minerva White.

3) Library Awareness and Potentials: Jack Forbes paper; Joseph Hardy paper; Calvin Isaac paper; Cheryl Metoyer-Duran paper; Roxanne Dunbar Ortiz paper; Jack Forbes talk; Minerva White talk; Del LaVato talk.

4) Existing Resources: paper by Vine Deloria; paper by Cheryl Metoyer-Duran; paper by Joseph Hardy; paper by Roxanne Dunbar Ortiz; David Warren talk.

5) Development, Technology and Resource Sharing: John Wabaunsee paper and talk; Cheryl Metoyer-Duran paper; Calvin Isaac paper; Del LaVato talk.

6) Legislation, Governance, Funding and Interrelationships: Calvin Isaac paper; Del LaVato talk; Vine Deloria paper; Rick Lavis talk; and Gerald Gipp talk; John Wabaunsee and Pre-Conference Staff.

7) Functions and Services: Norman Higgins paper; Maxine Edmo et al paper: Mary Alice Tsosie talk; Minerva White talk; Lotsee Smith talk.

Decisions were made concerning the election procedures for the four delegates to the national White House Conference. The Committee decided to ask the Native American Rights Fund (NARF) to provide an official parliamentarian and to advise on election and other procedures.

It was decided to hold an additional planning meeting for selection of Pre-Conference delegates and to complete other business as necessary. In order to save travel money, a subcommittee was named to attend this meeting and empowered to act with the full authority of the Committee as a whole.

Committee members left the meeting with the understanding that each was to be responsible for soliciting and submitting nominations from his/her own assigned areas before the sub-committee on delegate selection convened in late April.

One hundred ninety four nominations were received and names were circulated to all Committee members for comments. Descriptive data concerning the nominees was tabulated and presented to Committee members in chart form.

The Subcommittee on Selection of General Delegates met on April 29th and 30th, 1978 at the Denver Airport Hilton Inn. The following Subcommittee members attended: Maxine Edmo, Tony Genia, Dave Gipp, Calvin Isaac, Bud Sahmaunt, Lotsee Smith and Virginia H. Mathews. They were assisted by the Coordinator, Mary A. Huffer, and members of her staff.

The Subcommittee first selected 25 library-related Indian delegates, approving each name unanimously. Next, it selected thirty-seven non-library-related Indian delegates, again unanimously, in line with the Indian decision-making process, which is based on consensus. For both library-related and non-library-related general delegates, the procedure was to select roughly by geographic area, to insure distribution, and attention was paid both to tribal affiliations and to occupational representation. Alternates were also selected in both categories. During the selection process, the Subcommittee consulted with other Planning Committee members by telephone as necessary.

In order to secure organization sponsored delegates, and an even broader representation, invitation letters were sent to all Federally-recognized Indian tribes and to Indian-controlled organizations listed in directories and /or suggested by the Planning Committee and resource persons. Bureau of Indian Affairs administrators received invitations to become observers as well as a special letter from the Deputy Assistant Secretary for Indian Affairs, U.S. Department of the Interior, urging them to authorize the librarians in their Area to attend the Pre-Conference. (See Appendix B1). Bureau librarians and library technicians received observer invitations with the Deputy Assistant Secretary's memorandum as an enclosure (Appendix B1). Other categories of persons also received observer invitations: deans of ALA-accredited library schools; Indian desks in other Federal agencies; senators and congressmen with an interest in Indian education or libraries; Indian community libraries; Indian librarians; Indian Health Advisory Boards (regional level); State Indian Affairs Commissions; NCLIS Commissioners; members of the ALA Office for Library Outreach Services' Subcommittee on Library Service for American Indian People; and individuals who had previously indicated an interest in Indian libraries and the Pre-Conference. A follow-up round of invitation letters was sent, and telephone and personal contact efforts were made.

Delegates were all to wear name tags of a given color with library-related delegates designated. Observers were to wear badges of a different color. The Subcommittee noted the special role that librarians should be prepared to play at the Pre-Conference: to maintain a careful balance between serving as knowledgeable resource persons and listening to lay delegates, and to avoid overwhelming (and thereby silencing) lay delegates with their own ideas as professionals. The Subcommittee felt that librarian delegates should be made fully aware that the priority aim of the Pre-Conference would be to involve and encourage input from the users of library, media, and information services.

The Subcommittee carefully considered the methodology for Pre-Conference small group discussions. Fifteen small groups would require fifteen leaders and fifteen reporters, each to be paid a small honorarium of $50.00. The Chairman was asked to select a trainer for the leaders and reporters, out of a group of five names suggested by the Subcommittee. Myron Jones (Tuscarora) of the American Indian Education and Training Center in Albuquerque was selected to provide leader training in group dynamics on Thursday, October 19, 1978, the day before the opening of the Pre-Conference.

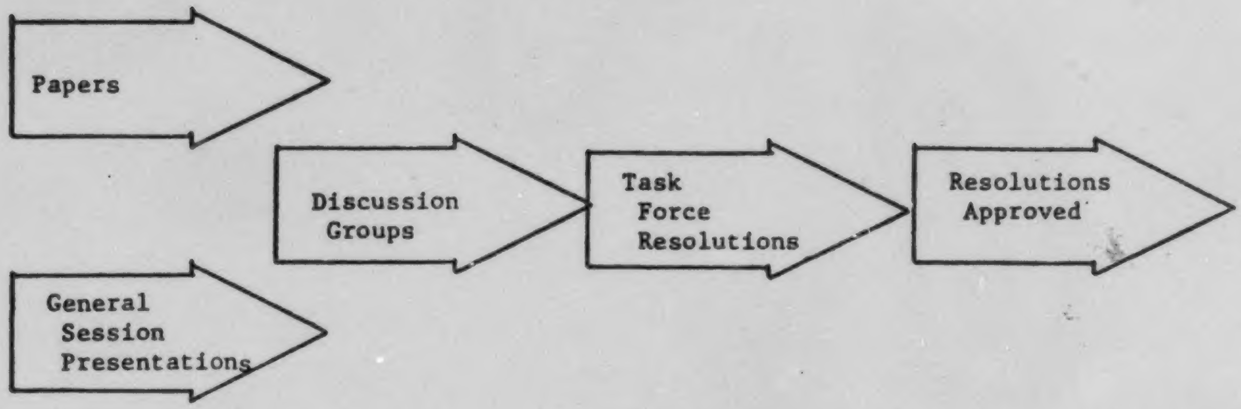
It was decided that discussion leaders and reporters would be teamed, working in the same pairs throughout the eleven hours of small group discussions. After each discussion, the leader and reporter were to work together to complete the discussion summary and evaluation of the group process for the specific discussion period. Pre-Conference debriefing sessions were to be held at the end of each day. Each of the fifteen groups were to explore the same set of topics at the same time.

The Subcommittee felt that all registrants should be assigned in advance to discussion groups to help insure that librarians were equally distributed among the groups and that geographic areas were also mixed.

When it came to the framing of resolutions registrants were to be asked to select in advance of coming to the Pre-Conference one of seven Task Forces in which they preferred to work on resolutions. A schema of the resolutions process was drawn up for distribution to delegates, with a form for Task Force chcice, prior to the conference. First, second and third choices were tabulated and assignments made at the Pre-Conference. In so far as possible, task force assignments were made according to individual wishes.

THE RESOLUTIONS PROCESS

AND YOUR PART IN IT



Your participation in developing Pre-Conference resolutions is an integral part of the entire Pre-Conference process. Before the Pre-Conference you will read and think about the background papers that are being sent to you. At the Pre-Conference, you will hear presentations relating to these issues at general sessions. Each general session will be followed by the opportunity for you to discuss concepts and exchange ideas in small groups. These groups will make recommendations which will be gathered for consideration by the Resolutions Task Forces on Saturday afternoon.

You will participate in one Task Force in which you indicate an interest. Delegates will develop resolutions in the Task Force meetings. Observers are welcome in the meeting of their choice as observers. On Sunday, delegates will have an opportunity to vote on all the resolutions developed in all the issue-centered Task Forces.

The
White House
Conference
on Library
and
Information
Services

RESOLUTIONS TASK FORCE FORM

INSTRUCTIONS:

Please fill in your name in the space indicated. From the list of Task Force issues, indicate your first, second and third choice by placing a 1, 2 and 3 in the appropriate box provided in the left hand column. You will be assigned to one of these Task Forces. Return this form in the attached envelope.

Name:____
(PLEASE PRINT)

☐ Task Force #1: Existing Legislation and Access to Information

☐ Task Force #2: Funding Potentials and Responsibilities

☐ Task Force #3: Meeting Informational and Cultural Needs

☐ Task Force #4: Materials for American Indian People

☐ Task Force #5: Training and Staffing for Indian Library and Information Professions

☐ Task Force #6: Program Innovation and Resource Sharing

☐ Task Force #7: Strategies for Library Awareness and Leadership in the Indian Community

Public Information

Two press releases were mailed describing the progress of Pre-Conference activity. The first detailed the formation of the Planning Committee and its goals. The second was sent just before the Pre-Conference and mailed simultaneously by the Pre-Conference and NCLIS. The Pre-Conference mailed its press releases to the entire mailing list mentioned above, plus the Indian and library press. NCLIS sent its version of the second release to the general national press as a part of its effort to raise public awareness, and the Commission's public relations staff made some initial radio and television contacts for the Pre-Conference in Denver. A related press release was sent out by the Bureau of Indian Affairs in February 1977, regarding the long-range plan on library development. (see Attachments B, F and G to the Grant Application, which is forwarded with this report).

Another major tool for information dissemination has been the American Indian Libraries Newsletter, a free publication sponsored by ALA's Office for Library Outreach Services, edited by Dr. Cheryl Metoyer-Duran, a member of the Planning Committee. For articles concerning the Pre-Conference and its progress see Appendix B.

In fact, the most significant public relations work done in advance of the Pre-Conference was the thousands of information and invitation mailings themselves, received and discussed throughout grass roots Indian America.

III. Pre-Conference Activity

It was not possible to hold regional meetings, hearings or speak-outs because of the national constituency of the Pre-Conference. Planning Committee members made themselves responsible for gathering insights, concerns and information needs from Indian communities in their areas.

A survey of existing potential funding sources for Indian libraries was prepared prior to the Pre-Conference, and survey results summarized in the background paper written by Virginia H. Mathews, "Opportunities and Needs: The Current State of Funding for American Indian Library and Information Services On or Near Reservations." Additionally, a state-of-the-art paper entitled "American Indian Library Service," written by Charles Townley and published in Advances in Librarianship (V. 8, 1978) was distributed to Pre-Conference participants eight weeks in advance of the conference. The article summarizes developments in the field and contains a comprehensive bibliography of source materials on Indian librarianship.

The basic planning document, in "working draft" form, Bureau of Indian Affairs Plan for the Improvement of Library, Media and Information Programs, (analogous to the long-range plans prepared by most state library agencies as a basis for discussion at state Pre-Conferences) was another major background paper for Pre-Conference delegates and observers. The Plan had previously been distributed to more than three hundred tribes and some four hundred organizations and the many comments received had been incorporated in the revised Plan.

Other background papers, distributed a month before the opening of the Pre-Conference, were:

Nellie Buffalomeat, Maxine Edmo, Lotsee Smith and Minerva White. "Profiles of Four Indian Library/Information Programs."

P. Sam Deloria. "Strategies for Funding of Library, Media and Information Services on Indian Reservations." (distributed during the conference)

Vine Deloria, Jr. "The Right to Know."

Jack D. Forbes. "The Potential Role of Libraries and Information Services in Supporting Native American Cultures and the Quality of Life of Native People."

Joseph R. Hardy. "The Role of Libraries/Information Centers in Indian Economic Development and Political Self-Determination."

Norman Higgins. "Library Education and the Development of Library Services in Indian Communities."

Calvin J. Isaac. "Planning Libraries and Information/Media Services for American Indians from the Tribal Chairman's Point of View."

Cheryl Metoyer-Duran. "Community Information Needs and Library Potentials."

Roxanne Dunbar Ortiz (with Simon Ortiz). "Traditional and Hard-to-Find Information Required by Members of American Indian Communities: What to Collect; How to Collect It; and Appropriate Format and Use."

Copies of background papers are available from:

(Mrs.) Mary A. Huffer, Director
Office of Library and Information Services
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IV. State (or Territorial) Conference

Registration for the White House Pre-Conference began on Thursday, October 19, 1978, at about 11:00 am, and continued throughout the day. A "Get-Acquainted Evening" was held that night, giving participants a chance to mix and meet each other, and an opportunity to visit the exhibits area.

A series of tables outside the ballrooms where the reception and the General Sessions were held constituted the exhibits area. Most exhibits were manned and exhibitors spoke to a continual stream of interested delegates and observers. Two presentations described successful tribal libraries: The Qualla Boundary Public Library on the Cherokee reservation in North Carolina, and Akwesasne Library Cultural Center on the Mohawk reservation in New York State. The librarian at Qualla Boundary, Sandra Harrison, showed slides and discussed problems and progress. Minerva White (Mohawk) of Akwesasne (a Planning Committee member) had self-explanatory posters with photographs of the Library Cultural Center in use, and brochures describing services.

Jean E. Coleman was on hand to speak about the American Library Association(ALA), the Office for Library Outreach Services and its subcommittee on Library Services for American Indian People.

Alfred Hagle displayed an excellent travelling exhibit in three panels describing the services of the Library of Congress Division of the Blind and Physically Handicapped.

Throughout the conference, computerized data base demonstrations were held in a room across from the conference office, by ERIC-CRESS' (Clearinghouse on Rural Education and Small Schools) Ramona Sandoval (Winnebago - Sac & Fox) and Signe Larson of the Office of Library and Information Services, U.S. Department of the Interior.

A large table was taken up by Project MEDIA of the National Indian Education Association, the subscription reviewing service for print and nonprint materials by and about American Indians. Sample reviews plus numerous books from the library collection were on display.

Peggy Richmond (Ojibway) from the Newberry Library's Center for the History of the American Indian in Chicago handed out brochures and talked to people who examined her travelling display about the Center's programs.

The Institute of American Indian Arts, Bureau of Indian Affairs, Santa Fe, New Mexico sent colorful posters and school catalogs.

Other handouts were available from the National Archives, the National Anthropological Archives of the Smithsonian Institution, the National Library of Medicine, the National Agricultural Library and the Denver Public Library.

All in all, the exhibits provided conference participants with an excellent introduction to the Indian library world. During the opening reception, exhibitors were joined by local Indian people selling jewelry and crafts, as is customary at Indian meetings on any subject. A local Western clothing store sent reduced price coupons to be handed out as well. The exhibits remained set up throughout the next two days, but busy delegates only had enough time to really see the exhibits during the first evening.

The First General Session of the Pre-Conference began at 8:45 am on Friday, October 20th, with a spiritual ceremony conducted by Eddie Box (Southern Ute). The assembly was silent, with bowed heads, as the traditional man described and then performed the pipe ceremony. Several Indian men were joined by Lte. Governor George Brown of Colorado at Mr. Box's invitation in smoking the pipe in a circle on the floor at the front of the room. Mr. Box gave permission for the ceremony to be videotaped. (The Denver Public Library had arranged for videotaping of this and other important segments of the Pre-Conference. These tapes will be maintained in the collection as a part of the Library's American Heritage Series.)

Chairman Virginia H. Mathews opened the conference by introducing special guests, including Sharon Eads (Cherokee), Parliamentarian, and a lawyer on the staff of the Native American Rights Fund. Ms. Mathews described conference procedures and arrangements, and called for a motion to adopt the rules and agenda. Some delegates expressed the desire to close the Pre-Conference on Saturday, but after a full discussion the motion to revise the agenda was voted down. Ms. Mathews moved on to introduce the Lte. Gov. George Brown, who gave a warm and friendly welcoming speech to conference participants. He recalled the mood of peace and harmony evoked by the pipe ceremony, and wished conferees well.

Jack Forbes (Rappahanock), University of California at Davis, struck a keynote for the conference as the first speaker, by affirming the Indian-ness of library and information services. Formal libraries were maintained by Indian people in Mexico and parts of Central and South America, and wampum belts, memory sticks, skin paintings and rock paintings all represent formal records with a sophisticated level of detail that were utilized by Indian Americans long before the coming of the white man. Mr. Forbes indicated some directions for Indian libraries in preserving the priceless cultural and historic heritage of the tribes.

Minerva White (Mohawk) followed with a lively presentation of how one tribal group has set up a viable and vital Library-Cultural Center on the St. Regis reservation. Akwesasne became one ofthe National Indian Education Association (NIEA) Library Project sites, selected for funding to make further development possible, after it had made a start on its own efforts. It is a library that has been particularly successful at arranging a mix of funding through different sources: grants from LSCA, HEA-IIB, the National Endowment for the Arts, Revenue Sharing, Indian Education Act, the Canadian and New York State governments, and the Alcoa Foundation, as well as community bake sales and other grass-roots efforts.

The presentations of the first general session were followed by free-choice discussion groupings, and, during lunch, delegates had a chance to continue informal discussion of their concerns and important points raised by the speakers.

The conference re-convened at about 1:45 pm for the Second General Session, at which Bud Sahmaunt (Kiowa), Professor, Oklahoma City University, presiding, introduced Sam Deloria (Sioux), University of New Mexico School of Law, as the first speaker of the afternoon.

Mr. Deloria proposed some new directions for the library program in a total system of local tribal services. He emphasized that there is an information component of most tribal programs -- health, social welfare, law and order, employment and training, education. It is possible that each program could be assessed for support of a comprehensive and coordinated tribal information system. By broadening the definition of the library-information program, it may also be possible to broaden the funding base for the library.

Sam Deloria emphasized the use of innovative approaches to seeking grant funds and the combination of different titles and grant programs in making up a total funding package. He pointed out the difficulties inherent in the creation of a new special program for Indians, and that the tribes cannot simply wait for a special library/information title, but must begin at once to develop their own resources in the library-information sphere.

Ray Fry (Deputy Associate Commissioner, Office of Libraries and Learning Resources, U.S. Office of Education) was introduced and gave a factual presentation regarding the different titles of the Library Services and Construction Act (LSCA). Pens flew as delegates and observers recorded title and criteria details of how to apply for funds and which titles are appropriate for what uses. Mr. Fry took names and addresses of persons interested in receiving descriptive booklets on some of the programs administered by the Office of Libraries and Learning Resources.

The first of two topic-structured small group discussions was held at 2:30 pm, following the afternoon general session. The small group discussion on Friday afternoon was designed to develop recommendations concerning legal bases, funding and resource sharing. On Saturday at mid-morning the second round of discussion groups was held, in order to develop recommendations regarding leadership, awareness of library potentials, staffing and materials, as well as additional categories.

Discussion leaders and reporters, trained by Myron Jones (Tuscarora) of the American Indian Education and Training Center in Albuquerque, led all small group discussions. Each group submitted a report after all discussion sessions.

The recommendations from the discussion groups were typed and duplicated by the office staff and distributed to the seven Resolutions Task Forces.

Opportunity was provided for informal "how to" sharing after the Friday afternoon recommendations sessions, at which time those who wanted to could seek advice on how to get started with a new library program in the tribal setting.

At Friday night's dinner, participants heard James Welch, Blackfeet poet and author, read selections from his works. Limited numbers of autographed copies of his two most recent books, Riding the Earth Boy 40 and Winter in the Blood, were available for sale. Following Welch's speech, Keith Fox (Arikara) and Laura Fox (Standing Rock Sioux), members of the Denver Indian Center, coordinated a group of local Indian people and children showing traditional dress.

The Third General Session on Saturday, October 21, began with a brief spiritual ceremony conducted by Eddie Box.

William Demmert (Tlingit/Sioux) chaired the session, opening with a brief description of some of the financial, language, standardization and other problems facing today's

Indian libraries. He then turned the microphone over to Joe Jojola (Isleta Pueblo), Director, Consumer Education and Advocacy Programs, All Indian Pueblo Council, standing in for his chairman, Del LaVato.

Mr. Jojola brought good wishes from Chairman LaVato, and the hope that the content and products of this Pre-Conference would not simply "stay between these walls." LaVato summarized some of the tasks and responsibilities facing the tribal chairman who sponsors a library program on his reservation. He stressed the need for building support among the people for a library, and emphasized the challenge a successful library/media/information program can offer to community members in the face of today's white backlash, unemployment, economic need, and other problems shared by American Indians on reservations.

Dave Warren (Santa Clara Pueblo), Director, Research and Cultural Studies Development Section, Bureau of Indian Affairs, then spoke to the topic of materials in Indian libraries. He stressed the need for plugging into ever-larger networks for resource sharing. He mentioned the formation of new consortia among Indian organizations, for coordination of Federal programs and for language study. He discussed how the by-products of developing tribal histories have enriched the cultural resources available to members of the Zuni and Southern Ute tribes. He suggested that, in the wake of ten years of title programs -- ESEA and OEO community development programs -- there has been a large body of materials collected and developed which can be put to new uses and made available to community members in a tribal information center. The library can play a new role in these developing communities, providing the information needed to cope with new situations and to make decisions on such vital matters as water and land use rights.

Lotsee Smith (Comanche), Professor of Library Science, Texas Women's University, described the development of library programs among the Pueblo Indians of New Mexico. She gave practical advice on devising programs that work, based on a strong tribal commitment. She emphasized accessibility of the program to all residents, suggesting that the library might best be located within a multi-purpose tribal complex housing tribal offices, a gymnasium, and tribal council chambers. She stressed the necessity for a thorough knowledge of the community and its unique needs and interests before beginning to design and implement a library program.

Mary Alice Tsosie (Navajo), Librarian, University of Wisconsin - Stevens Point, discussed staffing for Indian libraries, particularly with regard to training of para-professional staff. She described her experiences with the Great Lakes Intertribal Council's Indian Library Training Program in Wisconsin. The program trains Indian people to meet state requirements as community librarians. It is funded with CETA monies, through the Department of Labor's Indian Technical Assistance Center, and makes use of the University of Wisconsin's Educational Telephone Network. Participants need travel only as far as the nearest county seat to use the Network to participate in training with the lecturer and classmates on a party line. Additionally, an Indian professional provides technical assistance and on-the-job training on a rotating basis in each community. Ms. Tsosie stressed the necessity of community-based library services.

At 2:30 pm, the Resolutions Task Forces met to consider the following topics:

1) Existing legislation and access to information;
2) Funding potentials and responsibilities;
3) Meeting informational and cultural needs;
4) Materials for American Indian people;
5) Training and staffing for Indian library and information programs;
6) Program innovation and resource sharing; and,
7) Strategies for library awareness and leadership in the Indian community.

Each task force group produced draft resolutions in its topic area, based on the recommendations which had been submitted through the small group discussion sessions. The task forces turned their resolutions in to the resolutions committee before dinner. The resolutions committee met following the evening's Pow Wow at the Denver Indian Center. The committee worked through the night revising and consolidating resolutions for voting on Sunday. (See Section V on Issues and Recommendations)

At dinner on Saturday night, election results were announced by subcommittee chair Maxine Edmo. (For details see Section VI on Delegates to the National Conference). Rick Lavis, Deputy Assistant Secretary for Indian Affairs, U.S. Department of the Interior, affirmed the commitment of the Bureau of Indian Affairs to improvement of library information programs under the auspices of the Office of Indian Education Programs. Some direct quotations from his talk were as follows:

"This conference is intended to raise awareness among Indian people of the potential benefits of library, media and information services and their relevance to Indian concerns, issues and interests, especially their value in supporting the development of self-determination. You are providing an opportunity to reach consensus on a long-range plan to improve and develop these services on or near your reservations and to bring these needs and plans to the White House Conference and to the attention of society as a whole. I commend you and I support you. I want you to know that the conclusions and recommendations of this conference will not be treated lightly nor allowed to gather dust on some shelf like so many other conferences on Indian education.

"The Bureau of Indian Affairs acknowledges that its administration of a federally mandated education system requires the provision of top quality library/media/information programs as an integral part of that system. In view of the continuing need for adult learning models by children and youth and the importance of life-long learning to adults themselves, the Bureau of Indian Affairs realizes that it must either broaden the scope of existing school-based library/media/information programs to include services to the entire community, adult as well as youth, or support a separate community-based facility in all communities directly served by the BIA.

"For the first time in our history, there is a specific BIA budget line item for funds--$5 million--to be used for the education of the handicapped in this fiscal year and the request will be maintained in FY80 and on into the future. This is a step forward and a solid expression of our determination to meet this challenge. It is a promise I have made, and a promise I have kept.

"What we are doing for the education of handicapped Indian children illustrates the kind of approach we intend to use in dealing with the library and informational needs. And we know that funds can be generated from other sources in this area, too, particularly for expanding programs to meet the needs of the adult community.

"This will not be an easy task. The job ahead is enormous. The competition for scarce resources fierce. But we will move ahead despite the difficulties.

"Our basic, undramatic improvements in the BIA education system are going to result in a better educated Indian community--more Indians who are either vocationally trained and skilled or have received the academic background to enable them to do college studies and prepare themselves for professional work.

"This better educated Indian community will, in turn, provide the base for yet further gains in Indian education.

"BIA education programs have suffered for a number of years from neglect, and this neglect is not easily overcome. But doing just that is our biggest challenge and we intend to meet it. We can move closer to that goal with your help. I look forward to working with you and other Indian groups outside the Bureau in facing this challenge."

Following Mr. Lavis' speech, delegates Louis LaRose (Winnebago) and Sammy White (Kiowa) were called upon by acclamation of the Pre-Conference to describe and present a humorous view of Indian library and information services which they did to the accompaniment of much laughter. After dinner, delegates boarded buses to the Denver Indian Center, where a special Pow Wow in honor of the Pre-Conference and its participants had been arranged by the Denver Indian Center Director, with the assistance of Keith and Laura Fox. Mrs. Belcourt thanked the Pre-Conference for the contribution made to the Center and its program. Thanks were expressed also to Eddie Box for his contribution in honor of the occasion. Members of the Denver Indian community and many of its organizations turned out in force and spent a joyous evening of dancing and eating refreshments supplied by various of the Center's groups, including the Center's senior citizen club.

On Sunday, October 22, 1978, the Fourth and last General Session was held following brunch. W. Roger Buffalohead (Ponka), Director, United Scholarship Service, Denver, Colorado, gave a critical summary of conference events, reflecting on conference goals and the road that lies ahead. He reminded the Pre-Conference that "the White House Conference was not originally planned with Indians or minorities in mind but a sort of second thought, an attempt to reach people who are often times left out of national planning," making the responsibility of delegates and alternates all the much more difficult. He urged Pre-Conference delegates, as the elite of Indian America, to accept a leadership role for their people in advocacy for library and information service programming, -- to recognize the need of Indian people for basic services, as well as the information need of non-Indian peoples to understand the values, culture, history and significance of Indians as a people with a role to play in the larger society. "Two weeks ago, we were in Oklahoma City, meeting to develop the awful evaluation form you've been struggling with and trying to fill out, ever since the beginning of the conference, and I happened to notice that the Oklahoma Pre-White House Conference had already taken place, and we received materials on that conference. And one of the materials was a document that made a historical assessement of the library needs of Oklahomans. And it began with the statement that there were no libraries in Oklahoma until the white man settled in Oklahoma in 1880. That passed by all of the librarians in the state of Oklahoma, a professional historian who chaired that session, and I must add as well, it must have passed by the Indian people who participated in that session, but the truth is that the Cherokee had libraries in Oklahoma much before Oklahoma was ever opened to white settlement or became a state. And I think it's that part of the thing that you've got to consider, that this whole business of taking a look at library/information service needs is a double-edged sword. It's something that our people need on the reservations, it is something that non-Indian people desperately need to undo the kind of understanding, the perception that they have of us as people, of our history, of our culture, and of our significance in this society.

"In terms of placing what has happened in this conference into perspective, then, we should, for a moment, take a glance backwards, and then try to figure out what lies ahead for us in the context of the history of Indian-white relations in this country. The history of Indian-white relations can be stated very simply: what Indian people had, white people wanted. Indian people had land and resources, and that's what white people got, through history. To that context add the policy of Indian assimilation, coming late in the 19th century, and devised to destroy Indian culture, and also to undermine Indian leadership. The long-range impact was the destruction of the psychological resources of Indian people. Indian economic resources were eroded while Indian psychological resources were eroded, so that we entered the 20th century with minimal resources, both economic and psychological, to deal with the complex urban society that surrounded us. Because of this, it's easy for the larger society to view us as a welfare problem, to view us as peculiar relics from the past. Because of this it's all the more important that we strive, through libraries and information services, to overcome, both among our own people and among non Indian people, that terrible legacy that has left us with what little we have of this continent, and to build up our psychological resources and what we have left economically into meaningful Indian self-determination.

" Now what about what lies ahead? Probably what faces us in this country is the toughest fight we're going to fight in the 20th century. Already, the termination bandwagon has started again. The white backlash is evident in most of the Western states. This morning, at the breakfast table, people were talking about getting somebody in Congress to sponsor our legislation. Nobody could name a senator, or a congressman, who was identified with our needs. I don't think that you're going to get a bill out of Congress for library and information services for Indians easily; it's going to take a unified effort, it's going to take every resource that we have available to us, tribal support, Indian agency support, our individual work in our communities to educate our people, work with the library establishment in this country, and work with Congressmen, and those who have influence and power in the society to bring about legislation that will meet our library and information service needs, both in reservations and urban communities.

" So, if the past looks bad, the future doesn't look that much better. But we ought to be used to that after 400 years of living on this continent with white folks. Don't give up: we've managed to survive longer than most people thought we would, and can survive longer if we use our brains and develop our resources.

"Now that we've touched on its meaning, what about the summary of the conference itself? On day one, we were treated to some opening remarks by a lieutenant governor of this state that were unusual in that they didn't make a pitch for our pocketbooks but a pitch rather for our hearts and minds. I think we owe that man a special debt of gratitude that he came here and regarded us as fellow human beings, treated us with respect and our minds and our hearts as the most important part of us. He said some important things about the society, about its value systems, and the seeming victory of material things over human needs that results in wars, pollution, energy waste and all of that.

" We probably should have listened more carefully to Dr. Forbes' presentation. I think he tried to subtly reverse the agenda by changing the title of his presentation from The Role of Libraries in Indian Life and Culture to The Role of Indian Life and Culture in Libraries. Which I think is where we really should put the stress.

" Minerva White gave us a very practical look at what one group of dedicated community people can do, if they are motivated and desire to bring about change in library and information services in their communities.

" The second session, the following day, on the Legal Bases and Existing Access to Libraries and Information Services: Funding Potentials and Resource Sharing I thought provided some valuable insights into approaches that we might take to the question of establishing some kind of commitment from the Bureau of Indian Affairs that library and information services are an integral part of the learning and education process of our people. I think we must face the reality that our best source of funding for Indians on reservations is through a line item in the Bureau of Indian Affairs budget. The Bureau of Indian Affairs is responsible for our education and welfare needs, and we should hold them accountable for that responsibility.

"Mr. Deloria presented some very interesting ideas about funding strategies that we might explore: an attempt to look at information and library services from a horizontal, rather than a vertical perspective, taking into account that there are numerous programs on Indian reservations. Many of these programs have information obligations to the people and we should look closely to see how we might co-mingle these various responsibilities into some kind of programmatic base for library and information services. I think perhaps Sam's viewpoint is a little more optimistic than mine. I have worked with Indian programs on reservations for many many years and I know that information in most communities is power, and that power is not easily shared; nevertheless, I think the idea has some utility, and should be explored.

"Mr. Fry, in the same session, gave us a laundry list of the Office of Library Programs in Washington, D.C., one that was long overdue to the Indian community, but nevertheless, one that we got at this conference. He raised some important questions about how we might become involved in these programs and approach them for funding. I think Maxine Edmo raised an important point when she said, "What happens after you become involved with state advisory library committees and you cannot influence the decisions made there, what do you do then? She was given the typical reply, that comes from those in positions of power, that once you do not succeed, try and try again. I hope that she does continue to try, but I know her feeling very very well, having experienced that same kind of thing on many of the boards and committees that I have sat on, in the state of Minnesota and other places. Fry's presentation provided us valuable technical information about the resources that are available .

" I thought that Mr. Welch in the evening dinner engagement, raised some very provocative thoughts with his poetry about what capabilities and marvelous skills our people really have. This was a point that Dr. Forbes was trying to make -- that there is a greatness in the Indian mind. This greatness was represented here by Mr. Box, by Jack Forbes himself, by Minerva White, as well as James Welch, and by many others who provided you with their thoughts during this session.

" The session on Saturday on Developing Library Services for Indian People On or Near Reservations concerned itself with leadership, materials, programming, staffing. After listening to the words of those people who did in fact provide insights and directions in all of those areas, I thought that this conference could have done more to provide some closer looks at the question of leadership, the question of materials, the question of programming, the question of staffing, the very blood and guts of library/information services.

" And I guess that raises my final concern, the one I'll close on, about the question of quality versus quantity. I think we have entered, in the Indian world in recent years, the most cynical age that we have ever had to endure as a people. The old high hopes, high ideals, and optimism of the sixties and early seventies, that "we can win" philosophy that we can fight the good fight, has seemingly been replaced by fear, anxiety, abdication of leadership responsibility. Leaders in search of community support to do something productive in the Indian community know very well that our local communities will not initiate drives for library and information services, unless we show them the benefits, the clear benefits, the personal benefits, the community benefits, the tribal benefits, of library and information services. And this is not their fault, it is our fault as leaders. We must take the initiative. We cannot walk ten miles ahead of our people and expect them to follow us. But we can't expect them to follow us unless we walk and provide some leadership. I think the abdication of those responsibilities should have been discussed at this session.

" On materials alone, we could have spent 40 conferences, because the materials that exist on Indians, in a word, are atrocious. We all know that, and I don't think any of us want our tribal people to spend their hard-earned money on bad books about Indians, on books that may very well be as damaging as no books in some instances. I don't know how many of you are in the habit of reading children's books, but you should. I think the little people of this country are probably more honest than the adults. They have to be, they haven't learned how to be dishonest quite yet, and they can tell you some very interesting things about what they perceive about American Indians. Both the little Indian kids and the little white kids. I was once engaged in a study at the University of Minnesota with the League of Women Voters in a suburban area of Minneapolis. We were interested in children's impressions of Indians and a little format was developed. The League of Women Voters volunteered their time and went out into the school and administered a questionnaire. They compiled the results and it was amazing. Most of these little white kids, first through sixth grade, didn't have the vaguest notion about real flesh and blood Indians. In fact, the modern Indian, the alive Indian, you people sitting here, were totally outside of their reality. The Indian that existed in their minds was a historical, traditional, stereotyped Indian who somehow or another lived in tepees, wore beads and feathers, rode horses and did bad things in the past. All of which I think reflects the enormous ignorance in this country about Indians and the enormous ignorance perpetuated through children's books, through books, through the media, through tevevision, all of those things that Americans increasingly rely on for their information about the world.

" Programming and staffing I think was treated very well in the session.

" Finally, a word or two on the discussion sections and the resolutions task forces. I think that this was one of the most working conferences that I have been at in a long long time. People really did participate actively in the discussion sections and the resolutions task force did yeoman's work in getting their job done. And I think the conference's presiding officer, Virginia Mathews, certainly deserves a word of good comment for fairly presiding over this conference, making sure that all viewpoints were heard, and making sure that the products of this conference are going to reach you this morning. Dedication of the sort that keeps you up all night working on resolutions without sleep is to be commended, especially when it's on a subject as important as the information needs of our people.

" In closing, I guess I would say it's one of the better conferences that I have attended in recent years, that it has potential for providing reservation people with some good ideas to react to, and that it possibly might lead to action strategies in the future that will lead to either legislation, or programs, or policies that may very well be of benefit to Native Americans. Thank you."

Following Roger Buffalohead's summary of the conference, the Chairman introduced Don LaPointe, Chairman of the resolutions committee, and voting on the resolutions followed. A complete set of resolutions as passed (and including the text of the one that was voted down) is contained in Section V. Toward the end of the session there was some parliamentary confusion about terminology which led to the proposal of Resolutions XI and XII (see section V). Chairman Virginia H. Mathews closed the conference at 1:30 p.m. after thanking all participants.

V. Issues and Recommendations

The twelve resolutions produced by the White House Pre-Conference on Indian Library and Information Services On or Near Reservations grew out of a three-stage process during which all delegates had the opportunity to discuss and to make recommendations on all issues which had been addressed by background papers and general sessions. Recommendations and delegates were reorganized into seven issue-centered task forces and delegates produced resolutions which were then edited and consolidated by the resolutions committee to produce the final product. All of the forty seven task force resolutions were incorporated in intent and purpose into the final ten substantive resolutions adopted by Pre-Conference voting delegates.

The resolutions committee, composed of Lotsee Smith (Comanche), John Bowannie (Cochiti Pueblo), Joe Hardy (Navajo) and Don LaPointe (Chippewa) as Chairman, polished, re-combined and consolidated the draft resolutions, producing a set of resolutions for voting on Sunday morning. The final set of Resolutions, as adopted by the body of delegates, was as follows:

I. National Indian Omnibus Library Bill

Whereas there is at the present time no funding in any agency dedicated to the development or operation of library systems in Indian country (as defined in 18 U.S.C. 1151, appended); and, whereas such funds as have been used in the past are unreliable, inadequate and usually project oriented; and, Whereas library, cultural and information resources at a compensatory level are now urgently needed by American Indian/Alaska Native people living on or near reservations; and,

Whereas the Federal agencies are increasingly aware that Federal trust responsibility relating to education mandates inclusion of library/information resources;

Therefore be it resolved that the Congress be asked to enact a National Indian Omnibus Library Bill to include:

- a Title on Training, both pre-service and in-service, to be determined by tribes, Alaska Natives and Aleuts in collaboration with higher education agencies, that leads to certification for Indian library workers, and that tribes and their designated Indian organizations and institutions shall be included in such programs. Particular emphasis would be on continuing education and career development, on-the-job experience and work-study.
- a Title on Materials and Dissemination of information in all formats.
- a Title on Construction or remodeling of library/information/cultural resource facilities.
- a Title on Technical Assistance to be provided to new or developing libraries.
- a Title on the Support of library/information services to Indian Studies programs in institutions of higher education.
- a Title providing financial support to Indian communities as a means of conducting Information Needs Surveys in building a base for library development.
- Special Purpose program grants and contracts.

The National Indian Omnibus Library Bill should be administered by the Department of the Interior's Office of Library and Information Services in line with policies established by Tribal governing boards.

II. Establishment of a National Indian Library Center

Whereas a comprehensive approach is needed to serve the diverse needs of American Indian people of all ages who live on or near reservations, and,

Whereas coordination of services and the optimum use of existing information resources is necessary;

Therefore be it resolved that a National Indian Library Center be established within the Department of the Interior to:

- Implement the BIA plan for library/media information services development as continuously modified, monitored and reevaluated by the tribal goverments operating under it;
- Serve as a stimulus and focal point for the preservation, production, collection and distribution of materials of interest to Indian libraries;
- Operate as a clearinghouse and referral center for materials (including oral history and language materials);
- Provide technical assistance through a bank of Indian resource people who can provide intensive, short term help;
- Facilitate a national network capability;
- Establish links between the National Indian Library Center and high school and college counselors regarding Indian students and library career training opportunities;
- Encourage a horizontal approach to information access funding within BIA so that health, social services, economic development, job training and other programs carry their own information services support components.

In order for any part of this to be carried out it is essential that library/media/information programs be carried as a line item in BIA's budget and freed from their present limited status as adjuncts of elementary and secondary education programs.

III. Depository Status

Whereas, the depository program of the United States Government Printing Office does not allow depository status for tribal governments and reservation libraries; and,

Whereas, the need exists for convenient and readily accessible information from government publications at the tribal and community levels on the reservations;

Therefore be it resolved that Federal legislation be amended to permit each tribal government or reservation to designate one library within its jurisdiction as a depository library for the publications of the U.S. Government.

IV. Indian Library Consortium

Whereas, it has been established that there is at present no formal means of communication among organizations interested in or actually providing library, media or information services, governmental or non-governmental at the national, regional, state or reservation levels to encourage cooperation in the delivery of information services;

Therefore be it resolved that an Indian Library Consortium be established consisting of those organizations interested in or providing library/media/information services to Indian people on reservations, and that initiatives in this direction be undertaken as a part of the White House Pre-Conference follow-up.

V. Criteria and Standards for Indian Libraries

Whereas there are no criteria or standards in existence which may or should be realistically applied to Indian reservation library services and libraries; and,

Whereas the standards and goals of an Indian operated and Indian controlled library program do and should differ from those of traditional, dominant-society libraries;

Therefore be it resolved that a coalition of Indian controlled groups (Perhaps interstate or intertribal) sponsor the formation of an Indian Library Association which could develop criteria and standards for Indian libraries and work for their adoption by other associations and accrediting agencies.

VI. Support for Indian Writing and Publication

Whereas existing Indian library and information services are incapable of encouraging or supporting creative writing among Indian people, and completely lack the means for local publishing efforts or the preservation of oral or written histories specific to their tribes;

Therefore be it resolved that several specific agencies concerned with the cultural life of American Indian people, including the Smithsonian Institution, the National Endowment for the Humanities, the National Endowment for the Arts and others be asked to make special short-term provisions for intensive funding of Indian tribes in order, over the next decade, to preserve and maintain aspects of

Indian life, language, tradition and heritage which may otherwise, with the passage of time, be lost forever.

VII. Continuing Communication with Indian Tribes and Organizations

Whereas, tribal organization support is imperative to insure realization of the goals set by the White House Conference planners and the resolutions passed by Pre-Conference delegates; and,

Whereas, the need to develop a communications network has been identified;

Therefore be it resolved that all the resolutions coming from the White House Pre-Conference on Indian Library and Information Services On or Near Reservations be disseminated to all tribal organizations, and that these tribal organizations be asked to support these resolutions and return supporting documents to the Office of Library and Information Services, U.S. Department of the Interior by April 15, 1979.

VIII. Legislative Set Asides

Whereas, resources for providing library services for on or near Indian reservation communities are non-existent or severely lacking,

Therefore be it resolved that set asides from existing legislation be created to provide a direct funding source to the on or near reservation community for library services.

IX. Interagency Coordination of Indian Library Services

Whereas library/media/information services on or near reservations are inadequate or non-existent; and,

Whereas, improvement of library/media/information services will come about only through pooling of resources, intermingling of funds, and cooperation;

Therefore be it resolved that the U.S. Department of the Interior play a lead agency role in establishing and overseeing an interagency advisory and coordinating committee to ensure effective planning and funding for Indian library/media/information programs to the greatest degree possible at all levels in the Federal government.

X. Focus on Library Information Programs by Indian Organizations

Whereas, Indian organizations provide a vital link in the sociopolitical structure of Indian America; and,

Whereas, Indian organizations can have a vital influence in developing support for library and information services;

Therefore be it resolved that the Pre-Conference ask Indian organizations to consider as a matter of priority interest and concern the role and needs of library information services on Indian reservations and assign some order of priority to their development.

XI. Terminology

Resolved that in every place that the term reservation has been used that the term means "on or near reservations."

XII. Solicitor's Opinion

Resolved that the Solicitor of the U.S. Department of the Interior be requested to render an opinion as to the definition of the term "on or near reservations."

Definition of Indian Country, 18 U.S.C. 1151

Except as otherwise provided in sections 1154 and 1156 of this title, the term "Indian country," as used in this chapter, means

(a) all land within the limits of any Indian reservation under the jurisdiction of the United States government, notwithstanding the issuance of any patent, and, including rights-of-way running through the reservation,

(b) all dependent Indian communities within the borders of the United States whether within the original or subsequently acquired territory thereof, and whether within or without the limits of a state, and

> (c) all Indian allotments, the Indian titles to which have not been extinguished, including rights-of-way running through the same.

For the record, one resolution presented by the resolution committee was voted down by the Pre-Conference and a substitute resolution VIII was proposed and passed. The failed resolution was as follows:

> VIII. State Library Agencies and Reservation Libraries
>
> Whereas there currently exists a variety of jurisdictional and funding base problems that prevent many state library agencies from utilizing state administered Federal funds or state funds for their share of support of library services to Indian people resident within their states; and,
>
> Whereas it has been demonstrated that Indian reservation libraries may become vital links in statewide and nationwide library resource networks once they are developed to the point that makes cooperation possible;
>
> Therefore be it resolved that Indian tribal officials and librarians investigate state laws, establish dialogs with state library officials and find ways to develop channels of support and input, including meaningful positions on library boards and advisory committees at the tribal, local, state regional and national level.

As is to be expected, delegates were very concerned with self-determination in the development of library, media and information programming. They advocated Indian staffing of libraries, and Indian control of library programs. They wanted representation on state library planning boards, and tribal participation in the development of state-wide long-range plans. They were desirous that more special fellowship monies be made available so that Indian students could pursue MLS degrees. There was a call for the development, by Indians, of special criteria and standards tailored to the Indian library situation. Delegates called for improved access by all interested American Indians to important Indian materials collections, whether state, Federal, local or privately-controlled.

A special feeling emerged from the conference, of the potential of libraries as truly Indian institutions growing out of, and assisting in the preservation of Indian tribal culture. One delegate wrote, "libraries should become part of the 'life cycle' of the community. They should be living libraries, as they can use their own resource people to preserve the culture, language, dancing and medicine."* Libraries can build on already-existing local archives and document centers. They can become a learning center for all age groups, promoting adult learning, including sponsoring adult education courses within the library building. Delegates expressed the hope that existing school libraries might be expanded to serve adults in the community as well (which is a major recommendation of the Bureau of Indian Affairs Plan for the Improvement of Library, Media and Information Programs).

Delegates urged the development and preservation of cultural materials. They suggested that a national clearinghouse be established for Indian oral history projects. They recommended that more Indian language dictionaries be produced. They felt that the collection and development of bilingual materials by Indian libraries should be promoted. Delegates expressed the need for Indian evaluation of Indian writings, with copyrights remaining in the hands of the tribes and/or Indian authors. Tribal approval, prior to publication, of all tribal histories and other documents relating to tribal culture and religion, is a necessity.

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*Quoted from discussion group recommendation form.

Indian libraries share many of the same concerns as other libraries, especially those serving rural or minority clienteles. There is a concern for adequate staff training. Some delegates suggested that library use should be taught in the BIA schools, and librarianship presented in career education programs. There was a call for the BIA to bring its schools and their libraries up to regional accrediting standards. Delegates felt that librarians should have control over their own budgets for library materials and development.

Librarians need monies for adequate levels of technical assistance. A uniform expansion of cataloging and classification systems must be devised for Indian materials; the present schedules in the Library of Congress system do not allow a full description of Indian works for ease in retrieval. Funding is necessary to conduct community needs assessments for tribes beginning to set up library-information centers. More money should be available to encourage local materials development.

Some delegates suggested using CETA and domestic volunteer programs in training library paraprofessionals. One delegate recommended "that salaries of library personnel working in reservation and rural libraries be equivalent to (those) of their public library counterparts."* Another came up with the idea of a toll-free jobline announcing vacancies in Indian libraries, tribal museums, archives and information centers.

Like parents everywhere, several delegates spoke about the necessity for instilling the library "habit" in children. Others recommended that a comprehensive finding guide to Indian materials be developed. Librarians are very interested in increased information sharing and the American Indian Libraries Newsletter, published by ALA, was cited as being especially helpful. There was also a strong movement for the formation of an American Indian Library Association.

Delegates advocated using advanced technology such as television, telecommunications, computerized data bases, and participation in existing and forthcoming library networks. Indians living on remote sections of the reservation and in nearby rural areas often have a great deal of trouble using a library because of the distances to be travelled. The use of advanced technology can help overcome some of these problems. One delegate recommended the use of airborne bookmobiles to reach people in outlying areas.

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*Quoted from discussion group recommendation form.

As with all libraries, money always seems to be the biggest problem. Indian libraries have in the past been dependent on grants, renewable perhaps only for three years, and other unstable, or "soft", funding. In order to ensure continuity of programs and to enable long-range planning for Indian libraries, a continuous source of basic operating funds is essential. Based upon Sam Deloria's suggestion about a horizontal approach to funding, one delegate recommended that every tribal program should set aside money for library services in relation to that program. Others recommended that 8% of the total Library Services and Construction Act (LSCA) budget be set aside for use by American Indians. Delegates voiced concern not only for their own constituency (the on or near reservation community), but also for urban Indians, expressing the hope that any forthcoming legislative set asides and programs for library services be drafted so as to include urban Indian residents. Delegates also hoped that the Pre-Conferences being held in the states would include American Indian citizens both in conference planning and in allocation of delegate slots to the national White House Conference.

Delegates took their role in the Pre-Conference seriously, voicing the expectation that they would continue to disseminate information regarding library, media and information programs and the future of such programs at home on the reservation. Not only the four White House Conference delegates, the five alternates, and Planning Committee members, but all conference participants have a part to play in raising tribal awareness of the importance and value of library-information services.

There was much enthusiasm among delegates and observers for the proposed *Bureau of Indian Affairs Plan for the Improvement of Library, Media and Information Programs*, which served as one of the background papers for the conference. Delegates expressed their support both for the Plan and for the Office of Library and Information Services, which sponsored its development. They look forward eagerly to its implementation by the Bureau of Indian Affairs.

Finally, delegates stressed the need for Pre-Conference follow-up, including continuing dialogue with Indian organizations and tribal governments. They asked that the Pre-Conference resolutions be widely circulated throughout Indian country for continued further input.

VI. Delegates to the National Conference

The elections process was designed and approved by the Planning Committee with the advice of the Native American Rights Fund (NARF), and carried out by a subcommittee composed of David Gipp (Sioux), James May (Cherokee) and Maxine Edmo (Shoshone-Bannock) as Chairman and the Pre-Conference Chairman ex officio. Members of the elections committee and the Pre-Conference Chairman voluntarily removed themselves from nomination in order to supervise the elections procedure. (The elections procedure is included in Appendix B.) All rules concerning the elections process were given to delegates in their conference kits along with forms for nomination, which included biographies and other data.

The announcement that nominations were opened was given by the Chairman at the opening General Session, and nominations were closed at 10:00 p.m. Friday, October 20, 1978. Twenty-seven valid nominations were received. Voting took place during lunch on Saturday in a special elections office. One hundred and two ballots were distributed and cast. Of these, four ballots were declared invalid because delegates had voted for too many nominees in a category. The elections committee counted votes immediately, with the following results:

Library-Related Category

Nellie Buffalomeat (Cherokee)	7
Margaret Wood (Navajo/Seminole)	7
William McCloskey (Rosebud Sioux)	9

Claudia Kristovich (Tlingit/Tsimpsean)	1	
Murton McCluskey (Blackfeet)	8	
Deana Harragarra (Kiowa-Otoe)	4	
Lotsee Smith (Comanche)	16	2nd Alternate
Douglas Philbrick (Sioux)	5	
Margaret Teachout (Standing Rock Sioux)	4	
Cheryl Metoyer-Duran (Cherokee)	21	Elected
Mary Alice Tsosie (Navajo)	16	1st Alternate

Non-Library-Related Category

Calvin Isaac (Choctaw)	54	Elected
Forrest Cuch (Ute)	23	Elected
Lorraine Misiaszek (Colville)	6	
James Northrup, Jr. (Chippewa)	1	
Sister Kateri Cooper (Papago)	20	1st Alternate
Lucy Covington (Colville)	19	2nd Alternate
Joseph "Bud" Sahmaunt (Kiowa)	62	Elected
Steve Cadue (Kickapoo)	18	
James Somday (Colville)	13	
Jimmie Begay (Navajo)	12	
Alta Guzman (Nez Perce)	6	
Joe Hardy (Navajo)	19	3rd Alternate
Kennith York (Choctaw)	6	
Doris Adams (Ottawa)	5	
Vincent Roy Martineau (MN Cippewa)	3	
J. Y. Tomlinson (Chickasaw)	7	
Irvin Harrison (Navajo)	9	

Tie votes were decided by flipping a coin. Brief biographical data on delegates and alternates elected follows:

Dr. Cheryl Anne Metoyer-Duran (Cherokee) has been assistant professor, University of California at Los Angeles, Graduate School of Library and Information Science, for the last year and a half. Dr. Metoyer-Duran edits the American Indian Libraries Newsletter, published by the American Library Association (ALA). She is a member of the ALA Office for Library Outreach Services' Subcommittee on Library Services to American Indian People. She served on the Pre-Conference Planning Committee and on the committee which drafted the Bureau of Indian Affairs Plan for the Improvement of Library; Media and Information Programs.

She was formerly Director of Project ILSTAC for the National Indian Education Association (NIEA). She received her Ph. D. in library science from Indiana University.

Dr. Metoyer-Duran is the library-related delegate to the national conference.

Dr. Joseph H. "Bud" Sahmaunt (Kiowa) is associate dean of education at Oklahoma City University. While in Minneapolis he served as field director for the NIEA Information Needs Survey. He has also given testimony before the National Commission regarding Indian library service and areas for improvement.

Dr. Sahmaunt received his doctorate in education from the University of Minnesota.

He was a member of the Pre-Conference Planning Committee and is a non-library-related delegate to the national conference.

Calvin James Isaac (Choctaw) has been tribal chief of the Mississippi Band of Choctaws in Philadelphia, Mississippi for several terms. An educator by profession, Chief Isaac has served as Director, Choctaw Head Start, and Title I Education Specialist for the BIA. He is currently a Council member for the National Advisory Council on Indian Education (NACIE) and is active in both the National Tribal Chairmen's Association and the National Congress of American Indians.

He received the Bachelor of Music Education degree from Delta State University and Master of Education from Mississippi State.

Chief Isaac was a member of the Pre-Conference Planning Committee and is a non-library-related delegate to the national conference.

Forrest S. Cuch (Ute) is Division Head for Education for the Ute Indian Tribe in Fort Duchesne, Utah. He was formerly education coordinator and assistant director, alcoholism program, also for the tribe. He has served as Vice-Chairman of the Phoenix Area Inter-Tribal School Board.

Mr. Cuch received his B. A. degree in behavioral sciences from Westminster College in Salt Lake City, Utah. He is twenty-seven years old, married with two children.

He is a non-library-related delegate to the national conference.

Mary Alice Tsosie (Navajo) is librarian, University of Wisconsin at Stevens Point. Previously she was director, Indian Library Training Program, Great Lakes Intertribal Council, Ashland, Wisconsin. She has also served as a reference librarian for the Stout Media Retrieval Center of the University of Wisconsin. She is a member of the ALA Subcommittee on Library Services to American Indian People, and a member of the Wisconsin state library Planning Committee for Indian library services.

Ms. Tsosie is the first library-related alternate to the national conference.

Professor Lotsee Smith (Comanche), School of Library Science, Texas Women's University, Denton, Texas, has worked for many years among the Pueblo Indians of New Mexico providing guidance and technical assistance for the development and staffing of Pueblo libraries. During this period she taught at the University of New Mexico College of Education in Albuquerque. She has also served as Coordinator of Libraries in the Norman, Oklahoma public school system and as teacher/librarian for the Riverside Indian School of the Bureau of Indian Affairs in Anadarko, Oklahoma.

Professor Smith was a Planning Committee member for the Pre-Conference, a member of the group which produced the BIA Plan for the Improvement of Library, Media and Information Programs, and a member of the ALA Subcommittee on Library Services to American Indian People.

Professor Smith is the second library-related alternate to the national conference.

Sister Kateri Cooper (Papago) is a Franciscan nun, currently with the Papago Tribe's Education Division in Sells, Arizona. She has also taught school on other reservations and in the states of Wisconsin and Hawaii.

Sister Cooper holds a B.S. and M.A. in education. She is the first non-library-related alternate to the national conference.

Lucy F. Covington (Colville) is a long-time tribal council member (over twenty years), having served the Colville Tribe of Nespelem, Washington as chairperson, vice-chairperson, secretary, and member of all major committees. She has also served as an officer of both the Affiliated Tribes of the Northwest and the National Congress of American Indians.

At present, she is second vice-president of the Association on American Indian Affairs in New York and is president of another organization which grants scholarships to American Indian graduate students.

A graduate of the Haskell Institute in Lawrence, Kansas, Ms. Covington is the second non-library-related alternate to the national conference.

Joseph R. Hardy (Navajo) is Executive Director, Navajo Small Business Development Corporation, Fort Defiance, Arizona. He has served as vice president, American Indian Development Corporation, Albuquerque, New Mexico, and Secretary/Treasurer, American Indian Management Institute, also in Albuquerque. He is a member of the Board of Directors of the National Rural Development and Finance Corporation.

Mr. Hardy was a Planning Committee member for the Pre-Conference, and is third non-library-related alternate for the national conference.

There was general agreement among participants in the Pre-

Conference that the four delegates allotted to the national White House Conference from the Indian Pre-Conference did not constitute a sufficient number to represent the more than three hundred Federally-recognized tribes whose cultures and geographic bases make them such a varied group.

VII. Post Conference Activity

Publicity

A press release regarding the conference was sent out in November 1978 to all participants and to tribes, Indian organizations, Bureau of Indian Affairs personnel, Indian newspapers and other interested parties, within two weeks following the conference. Attached to the press release was the complete set of conference resolutions as adopted on Sunday, October 22, 1978, by the delegates. (See pp. 51 - 57 and Appendix B2).

Full coverage of the conference appeared in the Coalition News, December 1978 issue. Cheryl Metoyer-Duran, the library-related delegate to the national conference, reported on the Pre-Conference in the January 1979 issue of Wilson Library Bulletin (pg. 370). An article also appeared in the Winter-Spring 1979 issue of American Indian Libraries Newsletter.

Local coverage included an excellent six-column feature story with several conference participants in the Denver Post. Several local radio and television shows interviewed the Chairman of the Pre-Conference and there was news coverage in several local papers.

Action Follow-Up

Two reports of the Pre-Conference will be made: (1) the official report of record to the National Commission, including all details of the conference organization and operation (this document); and (2) a public report which will be widely distributed to the Indian, library and public policy communities.

Action on implementation of several of the conference resolutions has already been started.

Resolution#11which asked that an opinion be requested of the Solicitor's Office has been acted upon and the response received is in Appendix A.

Resolution # 2 on the establishment of a national Indian library center has already encouraged Indian organizations to react to the absorption of materials of concern to the total Indian community into private collections where they will not be readily available to Indian people and to Indian scholars.

The ALA Committee on Library Services to Indian People is preparing recommendations to be forwarded to the Joint Committee on Printing which is currently working on the revision of Title 44 U.S. Code: Selected Documents. Committee member Mary Eileen Shimizu (Ottawa) is working on this.

The first step toward the development of an American Indian Library association which could, in the language of resolution # 5, "develop criteria and standards for Indian libraries and work for their adoption by other associations and accrediting agencies," has been taken at the initiative of the ALA committee; organizing chairman Dennis Reed (Cherokee) of Los Angeles, with a committee, is writing a constitution and bylaws.

Some 80 Indian librarians, convened at Dallas in June 1979, voted to name the association American Indian Library Association and to seek affiliation with ALA. Support services will be rendered by ALA's Indian Library committee staff.

The ALA subcommittee on Library Services to American Indian People has initiated a proposal to several of the organizations named in resolution # 6 for the purpose of exploring and planning funding for Indian writing and publication. This activity is under the leadership of subcommittee member James May (Cherokee), who was a delegate to the Pre-Conference, assisted by Mary Shimizu.

The ALA committee on Library Service to American Indian People held a well - attended program meeting at the annual ALA conference in Dallas, Texas, June 1979, featuring White House Pre-Conference delegates to the national conference Cheryl Metoyer-Duran, Calvin Isaac, and Bud Sahmaunt. A session to assist in preparation of delegates was held in connection with this meeting in Texas.

In addition, the Pre-Conference management is working closely with Indian delegates elected from the state Pre-

Conferences so that an Indian library and information presence at the White House Conference can be developed.

Funds for the implementation of the BIA Plan are being sought by the Office of Indian Education Programs. A workshop in June for Indian Tribal library workers, library trainees, tribal chairmen and public library system directors was held under the sponsorship of the Wisconsin Division for Library Services, with Mary Alice Tsosie assisting with the coordination, and Virginia H. Mathews as a resource person. More such workshops are being planned, and training packages are being developed.

Calvin Isaac presented the White House Pre-Conference resolutions to the meeting of the National Tribal Chairmen's Association in July; the resolutions and all of the efforts to develop library and information resources for American Indian people living on or near reservations have the Association's full endorsement. Cheryl Metoyer-Duran was scheduled to address the Arizona Library Association in September of 1979, and Virginia H. Mathews, a meeting of the National Advisory Committee on Indian Education, and the annual conferences of the National Congress of American Indians and the National Indian Education Association.

Finally, and most significant: as a result of growing awareness of the importance of library and information services and resources to education and to all other areas of primary Indian concern, both within BIA and in the Indian communities, several of the most crucial task forces in connection with implementation of 95-561 have included specific references and standards for library and information services in their proposals.

VIII. Evaluation

The Planning Committee for the White House Pre-Conference on Library and Information Services On or Near Reservations decided that there should be several types of evaluation of the undertaking. Tony Genia and Pete Soto, with Virginia Mathews ex-officio, served as the evaluation subcommittee of the Planning Committee; two "outside" evaluators who had neither served on the Planning Committee nor taken part in any other way in conference planning were added to the evaluation team to help insure objectivity in assessing both the process and the results. One of these evaluators was W. Roger Buffalohead (Ponka), a well-known Indian educator; the other was Dr. Lowell Martin, former library school professor and dean, and widely known library program planner and evaluator. Tony Genia, Pete Soto, Roger Buffalohead and Lowell Martin all functioned as evaluators throughout the days of the Pre-Conference and all participated with Virginia Mathews and Mary Huffer in a day-long evaluation and debriefing session the day following the Pre-Conference. Thus the perceptions of the Planning Committee evaluators were melded with the observations of Buffalohead and Martin.

Roger Buffalohead also met with members of the evaluation subcommittee two weeks prior to the Pre-Conference to help develop a comprehensive participants' evaluation instrument. Based upon the CIPP model (Context, Input, Process and Product), this instrument provided pertinent demographic information about the participants as well as an assessment of the value and effectiveness of the Pre-Conference.

Tony Genia prepared the following analysis of questionnaire responses.

The evaluation instrument consisted of three parts.

Part I was used to accumulate detailed information about the characteristics of the respondant population. This information was used for interpreting results and could serve to establish a baseline for a future co-variate analysis of responses.

Part II of the evaluation records the strength of perceptions about the Pre-Conference content. Measurable results were obtained through the use of a 7-point Likkert scale ranging from assignment of a rating of 1, "Of no use at all", to 7, "Highly effective". Average ratings were used to indicate goal discrepancy.

Part III of the evaluation related to assessing the adequacy of resources and organization employed to conduct the Pre-Conference, as well as the participants' overall perception of goal attainment.

Eighty-three Pre-Conference participants out of a total of some 186 participants completed the final evaluation questionnaire. Of this number, fifty were American Indian (general) delegates and thirty-three were American Indian sponsored delegates and Indian and non-Indian observers.

The questionnaire response rate for official (general) American Indian delegates was 67 percent (73 attendees: 50 respondants). Ordinarily, statisticians consider a response rate in the neighborhood of 60 percent, for a sample of this size, to be adequate for inferring results to the general population.

Participant Characteristics

Of the fifty American Indian delegates responding, forty-two percent reported that they were non-Library related delegates. Fifty-eight percent reported some connection with or interest in the Library, Media and Information Service programs in their home communities.

The above response rate indicates that participants were somewhat strongly weighted in favor of "library aware" delegates. It must be emphasized, however, that not all delegates returned the questionnaire. The possibility exists that participants who were the most library oriented were more prone to return the questionnaires than were the others.

The delegates and observers attending the Pre-Conference represented twenty-eight states. The Southwest states had the largest contingent at 41 percent of respondants. Twenty four percent were from the Midwest; eighteen percent from the

Northwest; thirteen percent from the Southern Region; and four percent were from the Eastern United States. This overall distreibution fairly represents the "true" distribution of American Indians in the United States.

The American Indian delegates represented forty-one tribes. The distribution of tribes parallels that of the states with only a few respondants indicating multi-tribal affiliation. Sioux and Navajo were the largest tribal groups with nine from each tribe completing the questionnaire.

Eighty percent of delegates reported that they resided on a reservation, Pueblo, Rancheria, Colony, or other recognized American Indian land base.

The age of delegates was normally distributed (bell-shaped curve), between the ages of 20 and 49. One-third, the largest proportion of respondants located in any ten year age bracket, were in the 30 to 39 year age group.

Participants were about evenly divided by sex. Females held a slight edge over males at 54 percent. This division is as expected from a sample fairly representing a larger population group.

Respondants were asked to indicate their annual income within $10,000 increments. Sixty-eight percent of American Indian delegates reported annual incomes in the $10,000 - $20,000 range. Ten percent were below this modal range and twenty-two percent exceeded $20,000 per year.

The formal education level of Pre-Conference delegates appears to be higher than that of the American Indian population generally. Of all respondants, fifteen percent had completed high school only; forty-eight percent had attended or graduated from college; thirty-one percent had attended or graduated from graduate school; and six percent had attended or graduated from higher education programs beyond the master's degree level.

Again, a question for future analysis is whether or not the more formally educated participants tended to be more diligent in completing the evaluation questionnaire -- those in the education professions especially.

Sixty percent of American Indian delegates reported receiving some library training. One-third of those had received formal academic training and the remaining two-thirds were trained on-the-job.

Forty-eight percent of delegates reported that school libraries served their home communities; thirty percent reported community libraries; fifty-two percent had public library services available; forty-four percent had access to college libraries; twenty percent reported tribal libraries in their home communities; and thirty-four percent reported that their communities were served by bookmobiles.

On the questionnaire's seven-point scale (ranging from "totally inadequate" to "100% satisfactory"), delegates rated the adequacy of their home library services an average of 3.2. The mid-point of the scale is 4.0, indicating that most delegates consider their home services to be somewhat below average.

The question of adequacy of home library services should be interpreted in view of the fact that delegates were asked to assign a composite rating to adequacy. Thus, while one type of service might be highly satisfactory, another may be offsetting in that it is totally inadequate. An analysis of the distribution of scores indicates an inelastic pattern - there is no central tendency or clear mode to the scores.

The above distribution is also disturbing in that it does not reveal any compelling reason for rating home library services consistently high - variation in quality is too great.

The distribution of delegates by occupation is tri-modal. Twenty-nine percent of the delegates reported their occupation to be administrators; fifteen percent replied that they were educators; and forty four percent reported that they worked in libraries. The remainder were clerks, business persons, farmers, and government workers.

Of the librarians, sixteen percent work in public libraries; fourteen percent work in school libraries; fourteen percent in community libraries; nineteen percent in tribal libraries;

nineteen percent in college libraries; and sixteen percent work in special and other libraries.

Slightly over one-third (thirty-six percent), of American Indian delegates are serving or have served on a library board or advisory committee.

Sixty-two percent of delegates reported that they used their library as often as once each week; twenty-five percent use it about once each month; and thirteen percent reported only yearly use. The frequency of use for personal or professional reasons is about even for this group.

The most often cited reason for delegates attending the Pre-Conference was to learn more about library, media and information services in order to help make their community services more effective.

Content and Process Perceptions

Regarding the organization for the Pre-Conference, virtually all of the participants (American Indian delegates, Indian and non-Indian observers), perceived it as being well-organized. They felt the presiding officer was well prepared and the rules and procedures were fair and adequately presented.

The Pre-Conference opening session was an overview of the Role of Libraries in Indian Life and Culture. On a seven-point scale, the average rating for the initial session was 5.6. Most individuals considered the opening presentation to be helpful to their understanding of the role of libraries, media and information services.

Over ninety percent of respondants felt the philosophical basis and descriptive presentations were clear and coherent. Only twenty-five percent of delegates thought the sessions could have been improved. On a "good-fair-bad" basis, ninety-five percent of participants considered the first General Session to be good.

Following the First General Session, participants were divided into fourteen small groups of ten or less to begin discussion of broad issues. Evaluation questionnaire returns from the various small groups reveal fairly high response rates from groups I, IV, VII, and X; moderate responses from groups II, III, V, VIII, and IX; and low responses from groups VI, XII, and XIII.

The inference to be made from these small group evaluation questionnaire returns is that, given random assignment of participants, some small groups were more highly motivated than others. Additional analysis might be conducted to determine why some groups were more successful in stimulating questionnaire response.

Regarding a questionnaire inquiry as to whether the time in small groups was well spent, delegates replied with an average rating of 5.2 on the seven-point scale. Only one-fifth of respondants felt that the small groups tended to be dominated by one or a few individuals. (A preliminary discussion leader training session focused on discouraging domination and encouraging participation.) Overall, the "usefulness" rating of small group discussions was 4.8.

The Second General Session was a panel presentation of Legal Bases, and Funding Potentials and Resource Sharing. Delegates rated the Legal Bases portion of the presentation 4.7 and the Funding Potentials portion 5.0.

The Third General Session was a panel presentation of Leadership Roles, Materials, and Programs. The overall participant rating for the Leadership Roles portion of the presentation was 4.7; the rating for Materials was 4.7; and the rating for the Programs section was 4.6. The distribution of scores over these three sessions was normal - the ratings do not reflect significant deviations from the norm.

In reflecting on the three General Sessions, forty percent of the delegates considered the First General Session to be the "best" presentation (i.e. contributed most to their understanding of library, media and information services). The Second General Session (Legal Bases and Funding Potentials), received a "best" rating by 35 percent; and twenty-five percent thought the Third General Session (Leadership Roles, Materials, and Programs), was "best".

Delegates were about evenly divided in assessing the value of their contributions to individual small group discussions.

The fairly even distribution of "best" sessions and "most contributed" sessions suggests that all three General Sessions were equally well received. No single session appeared to have higher quality and participants got equal value from each presentation.

Delegates to the national White House Conference in 1979 were nominated by petition. Voting was by secret ballot. Ninety percent of the delegates considered the national delegates selection process to be fair. A few individuals commented that the process could have been improved if they had more opportunity to get to know the candidates prior to balloting.

Seven Task Forces were established prior to the Pre-Conference to address drafting and recommending resolutions in the areas of: (1) Existing Legislation; (2) Funding Potentials; (3) Meeting Informational Needs; (4) Materials for Indian People; (5) Training and Staffing; (6) Innovation and Resource Sharing; and (7) Strategies for Awareness and Leadership. Each participant was assigned to a specific Task Force on the basis of choice, indicated before the Pre-Conference. The Task Forces on Funding Potentials; Materials for Indian People; Training; and Strategies generated the most responses to the evaluation questionnaire (10 or more).

The average rating for "opportunity to participate in Task Force" deliberations was 5.2 on the seven-point scale. The distribution of scores, however, was skewed somewhat at the lower end of the scale, indicating that a minority of participants did not feel free to contribute to the drafting of resolutions. This result, perhaps, is due to the relative differences in education/vocation levels of participants and/or their own inability to aggressively pursue their points-of-view in the larger Task Force groups.

Eighty-one percent of delegates considered that the process of re-writing and consolidating Task Force recommendations by the resolutions committee accurately reflected their intent. Nineteen percent felt that the resolutions committee neglected their specific concerns or, treated their proposed resolutions in too general a manner.

Eighty-seven percent, however, thought that the resolutions were treated fairly when brought to the floor and discussed at the final General Assembly.

In an effort to prepare delegates for the Pre-Conference, a number of position papers were commissioned by the Planning Committee and were mailed to delegates in advance of the Pre-Conference date. Position paper authors and their constituent-rated "usefulness" of content were:

a)	Hardy	average rating	5.1
b)	Higgins	"	5.2
c)	Isaac	"	5.5
d)	Metoyer	"	5.8
e)	Ortiz	"	5.0
f)	Forbes	"	5.5
g)	Deloria, Vine	"	5.8
h)	Mathews	"	6.0
i)	Townley	"	5.4
j)	Deloria, Sam	"	5.7
k)	BIA Plan	"	5.0
l)	Edmo	"	5.5
m)	Smith	"	5.4
n)	White	"	5.3
o)	Buffalomeat	"	5.4

All of the above ratings except one were normally distributed within a uniform range. The exception is the Mathews paper which has a much narrower distribution about the mean. The narrow distribution for this particular paper indicates that the vast majority of readers considered it to be a highly significant document. (It did, of course, relate to funding!)

The reading materials question above also had the lowest total response rate of all fifty questions on the evaluation instrument - ranging from sixty to eighty five percent by individual paper.

The low response rate may be due to the complexity of the question or, could indicate that respondants did not receive/read all of the preparatory materials.

Overall Perceptions

Eighty-four percent of all American Indian delegates responding to the questionnaire perceived that the Pre-Conference deliberations (proceedings and activities), were at a level which allowed everyone to participate. Eighty percent thought that all library-related terms were adequately defined and seventy-three percent felt that they had received sufficient information prior to coming to the Pre-Conference.

The average rating for the registration procedure was 5.2 on the seven-point scale. The rating for exhibits was an average of 5.0 (with librarians and observers tending to rank the exhibits lower).

As far as physical arrangements were concerned, the hotel (Airport Hilton) rated 5.9; the food rated 2.4; rooms 5.4; transportation 5.4; and Pre-Conference staff 6.1. Several comments were made regarding lack of adequate facilities for the handicapped.

The Planning Committee had identified three major goals for the Pre-Conference: (1) to raise awareness; (2) to develop a long-range plan; and (3) provide input to the White House Conference and political structure in general.

Seventy-four percent of Pre-Conference delegates considered the first goal to be met. On the seven-point scale, the average rating for degree of Goal 1 accomplishment was 5.4.

Sixty-three percent of delegates thought that the second goal was accomplished. The average rating of goal attainment was 5.0.

Seventy-one percent thought that the third goal was met. The average rating of Goal 3 accomplishment was 5.2 on the scale.

When asked to rank the degree that their personal objectives were met by attending the Pre-Conference, delegates indicated a rating of 5.2 on the seven-point scale. Sixty-three percent indicated that their perceptions of Library, Media and Information Services were changed positively as a result of their attendance.

General Comments

...get behind the BIA plan

...better than all the others (conferences) I have attended

...everyone worked very hard

...develop computer services

...keep communications and dialogue open

...obtain more info on staffing and funding

...conduct follow-up meetings in various geographical areas

...follow up on the BIA plan and resolutions

...implement resolutions

...get involved with existing agencies

...follow-up

...work more closely with tribal officials

...insist that reservations be allowed to set own standards

...indigenous training, not "professional" training

...relate to tribal administration

...broaden perception of libraries

...seek out more funding

...organize Indian library personnel

...more tribal/library interchange needed

...conduct realistic needs assessment

...work together

...seek community support

...support library related legislation

...advocacy in home community

...seek tribal support

...write congressman

...include all Indians in any plans

...initiate improvement of services

...put resources into libraries, not into planning

...work with state libraries

Some specific quotes from participants included:

"Unique blending of the educational, political and tribal resource people. Grassroots cultural sensitivity was as important as Robert's Rules of Order. The spiritual beginning each day helped me to learn to listen -- not just talk."

"Workshops were excellent once we got going; but in general meetings it was evident that long-standing feuds or politics were still being fought, 'drowning' the real purpose of the meeting."

"The organization plan as to small committees and task forces was excellent. Everyone had a chance to participate -- good leaders in groups."

In answer to the question, "What do you anticipate gaining as a result of attending this conference?" several participants said "Confidence," " information," "contacts with resource people," "valuable rapport with other Indian librarians." Others expected to get"a library for our community on the reservation." One participant realized as a result of the Pre-Conference that "the goals are not only mine, but also our community's."

As to action steps participants proposed for themselves and the Pre-Conference leaders:

"Continual feedback to participants."

"Organize a federal information data bank for dissemination of information to all tribes on library and information services retraining opportunities, grants available, technical assistance, etc."

"Talk to tribal councils and chairmen; talk to Indian school board members. Generally, get out there and spread the word so our library is not a static place but an active and contributing factor in the Indian community."

"Communication at all levels."

"Bring positive discussion back to the people re LMI (BIA Plan) and try to keep them informed on what we are doing. Ask everybody I see, 'Are your LMI needs being met?', 'Does your tribe, community, organization have or want LMI services', etc.?"

"A united Native American front pushing hearts and minds, not just taxes and pocket books - as they relate to media service."

"The resolutions appear to me to response for the most part to the concerns expressed in the discussion group sessions I attended. It now remains for the follow up to be equally, earnestly and vigorously pursued."

"Inform tribal council of meeting. Inform all concerned persons on reservations and gain feedback regarding concerted effort to gain library services support for legislation, organization for needs assessment, an advocate at state level or gain cooperation of community, schools, colleges, BIA, etc."

"Communicate with tribal leaders and interested people in the community to start a project like this no matter how small, but to get some motivation in this direction."

"Each and every tribal chief should support such activities through action support."

"Practical planning - that includes: (1) setting of standards and goals; (2) preparation of a library development strategy; (3) development time schedule; (4) financing plan, staffing plan, facility plan."

"Take the recommendations of the Pre-Conference and follow-through until it is possible to establish and implement plans to serve us in our decision-making roles, etc., through LMI services."

"Implement the resolutions of this conference including the National Indian Omnibus Library Bill."

"Work much more closely with tribal officials and administration officials to develop goals and plans for library and information services."

"Communication between tribal leaders and library related people. Check all sources of funding and learn as much about funding techniques as possible. Broaden scope of concepts about libraries and how they can relate to the Indian community."

"I would recommend that the USDI Office of Library and Information Services conduct follow-up meetings in each of the Area Office jurisdictions, concerning the BIA Plan and the resolutions/recommendations developed out of this conference."

"Nationwide support from other Indian groups and Federal assistance in implementing our goals. More active support from tribal government and councils."

"Recruitment of Indian students into library, media and information services. Assistance in designing training programs."

"I hope to better inform tribal personnel in our area as to their needed input which was missing in this conference due to disinterest indicated by several absentees. Area office personnel felt no need to attend."

"Listen to the tribal people. Make political figures more culturally sensitive to needs not just budgets."

Conclusion

Based on the participant evaluation questionnaire, it is apparent that the White House Pre-Conference on Indian Library and Information Services On or Near Reservations was successful and had a positive influence on participants.

Demographic data reveals that Pre-Conference participants were broadly representative of American Indian constituencies. Education, income, and vocation factors were somewhat stratified but, reflect the special interest nature of the Pre-Conference.

The Pre-Conference was well organized and structured to make maximum use of the resources available. Participant feedback shows ample opportunity to participate and appreciation for content and format.

Overall perceptions reveal the vast majority of delegates feel that Pre-Conference objectives were met. Comments indicate motivation to pursue Pre-Conference issues.

Pre-Conference issues remaining to be resolved are: need to follow-up on long-range plan; involve tribal government in planning and implementation; improve government/funding advocacy; and, make two-way communication more effective.

The official evaluation report for the Pre-Conference, drafted by Dr. Lowell Martin and based upon insights, inputs and some editorial revisions by other members of the evaluation team, is as follows:

Introduction

The White House Pre-Conference on Indian Library and Information Services On or Near Reservations was held in Denver, Colorado on October 19-22, 1978. Sponsored by the U.S. Department of the Interior and the National Commission on Libraries and Information Science, it was organized and planned by a committee of 13 members and a presiding chairperson -- all of them American Indians. The Pre-Conference brought 186 delegates and observers together to discuss and lay the groundwork for a comprehensive and exponential improvement in access to library and information services for Indian communities served by the Bureau of Indian Affairs. This evaluation report will treat the various aspects of the Denver conference, from background planning to the election of White House delegates to the national conference, with observations which together lead to an overall appraisal of the major strengths and weaknesses of this first conference on Indian library and information services in the nation's history.

Planning and Organization

The Pre-Conference was carefully and thoroughly planned. The general design was to proceed from broad perspectives to the particulars of meeting the library/media/information needs of Indian communities. Any shortcomings resulted from problems in executing the plan and not from the general design.

A few of the Planning Committee members did not participate in the planning process as much as they could have, but the majority contributed much time and effort to the planning and organizing process and worked cooperatively with the sponsoring agencies in establishing conference goals and objectives.

As a whole, the Planning Committee was heavy on professionals and educators because they had experience and expertise with the specialized concerns of the Pre-Conference. There was a feeling among a few delegates that librarians had unduly influenced the planning process, and some delegates felt that there should have been more direct and official tribal representation -- delegates appointed by their tribal councils to represent them and their views at the Pre-Conference.

During the Pre-Conference itself, there was some tendency for Planning Committee members to dominate the discussion, except at the closing session, at which more of the members might have stepped in to help out with a difficult situation involving controversy over the target population of the Pre-Conference, and the ever-present (at Indian meetings) question of who is Indian. A few of the Planning Committee members seemed to develop amnesia about planning and delegate selection decisions in which they had participated when these planning decisions were criticized by tribal delegates and observers.

Delegates and Observers

Of the 186 conference participants, 113 were official delegates -- and therefore, by definition, Indian. The remaining participants were classified as observers (many of them also Indian), and as such could take part in the conference discussions but not in the voting on the agenda, delegates to the national White House Conference or resolutions.

One or more members of 103 tribes were in attendance, from 27 states. Overall, participants were a relatively young group, about equally divided between men and women, and with an above average educational level. About one-third of the delegates represented tribes; the cost involved in attending the Pre-Conference may have been a reason why there were not more tribal delegates sent in response to the Pre-Conference's invitation to all of the tribes to do so. The remaining delegates were members of Indian-controlled organizations, and leaders in Indian library and information services. Concern was expressed by some delegates that friends and colleagues of Planning Committee members were favored in delegate and observer selection.

There was a good balance between individuals familiar and experienced with Indian library services and those hoping to get such services. The mix of specialists and generalists provided a stimulating exchange of ideas and views about needs and approaches. There was no lack of leadership or imagination in the group.

Participation

The majority of the participants were conscientious in their attendance at meetings, outgoing in their responses, and articulate in expressing their views. Although most recognized that hopeful plans for improving services to Indian people often do not get implemented, the attitude and outlook of the delegates and observers was constructive, and many stated that this was the hardest working conference they had ever attended.

A minority of delegates and observers did not fully participate in the proceedings. Some missed one or more of the discussion sessions and others held back from contributing within groups, perhaps through a lack of knowledge about existing legislation or services. In the task force meetings to prepare resolutions, three of the seven groups had only about one-half of the assigned delegates in attendance. At the final session, at which the conference resolutions were adopted, the largest number of delegates present at any one time was 68 out of a total of 113. In view of experience with a wide variety of both library and Indian meetings, however, a 60% turn out for a final business session is fairly positive rather than negative.

Leadership

The Pre-Conference did not want for recognized leadership in the Indian community. One of the reasons for the Pre-Conference's success is that leadership did not all come from the convenors. Various delegates and observers came forward at appropriate times and shared the lead in discussions and in reaching decisions.

The chairman of the Pre-Conference was business-like, lively, and in most instances, fair. Meetings proceeded on schedule and the participants were kept fully informed of the tasks at hand. The chairperson did not impose views on the group and did not allow others to dominate the sessions. At social events, she was gracious and helped many delegates become acquainted with others and their work in the field.

The Department of Interior representatives were present throughout the proceedings; helping to solve problems and make arrangements. The relationship between the departmental representatives and the delegates and observers was excellent and in keeping with the fine work that the coordinator from the Department has done in the field of Indian library and information services.

The last session, at which resolutions were adopted, developed into a wrangle, partly over terminology and partly over some misunderstandings about the target population. This could have perhaps been avoided by more careful wording on the part of the resolutions committee, and by surer knowledge of parliamentary procedure on the part of both the Chair and the Parliamentarian. The Chair allowed conflicting views of parliamentary procedure to be presented, and then as the controversy proceeded, ended the session and the Pre-Conference too abruptly. As a result, delegates still in the room experienced some frustration and dispersed with a sense of not having fully understood what had taken place concerning the last two resolutions.

Structure of the Pre-Conference

The meeting was planned to proceed from broad background to specific conclusions in the following steps:

1. Background papers (intended to be read by participants before coming to the Pre-Conference).

2. Presentations at general sessions.
3. Discussion groups dealing with the issues raised.
4. Task forces to pull together the results of discussion.
5. Editorial preparation of draft resolutions.
6. Discussion and adoption of resolutions at a final session.

This process was effective and productive in its earlier stages, but tended to bog down at the end in the preparation and adoption of resolutions -- in large part due to time constraints.

Background Papers

Twelve papers were prepared by Indian and non-Indian leaders and professionals and distributed to the participants. They ranged from broad statements of need to descriptions of specific Indian library/information programs and legislation. Any delegate reading this material thoroughly would have considerable background on both opportunities and realities of library and information services for American Indian people. Comments made by participants in the various sessions and discussions showed that some had studied the papers, but as usual in such cases this was not true of the entire group. The large number of background papers may have constituted an information overload for those coming relatively fresh to the topic.

On the whole, a sound job was done on materials preparation and distribution prior to the Pre-Conference.

General Sessions

The Pre-Conference opened with a traditional Indian religious ceremony and with a sincere and thoughtful greeting from the Lieutenant Governor of Colorado.

The ten papers or talks presented at the three general sessions varied widely in quality and approach. A few were philosophical and cultural, while others were informational and functional, with something of a gap in between. One talk by a substitute speaker who had not done his homework was very weak, another on materials did not really address the topic, and another on the training of library personnel was confined to the program and approach in one state. Two of the presentations duplicated material in the background papers.

Delegates rated the sessions fairly high and found them useful. Some general discussion was stimulated at the general sessions but time was limited and the physical setting not conducive to an exchange of views.

Discussion Groups

The heart of the Pre-Conference was the working discussion groups, and the degree of success of the meeting resulted from the generally constructive nature of the discussions.

Discussion leaders ranged from effective to uncertain, but all improved as time went on. The first part of the training session for discussion leaders was devoted to very general remarks by the instructor which helped neither the experienced nor the inexperienced leaders. Members of the training session, however, took over the training and some useful points about discussion group leadership emerged in the closing hours of the training session. The discussion groups were about the right size, 14-15 persons in each. Members stayed with the some group to discuss various issues; although the time spent together was not enough to cover fully all of the topics, it is doubtful if additional discussion time would have been productive.

In most groups positive exchange occurred between the several contingents: delegates and observers, librarians and lay people, tribal and organization representatives, Indian and non-Indian. In a few instances tension was evident between the last two pairings. A few individuals could not be drawn into the verbal exchanges although some useful non-verbal communication may have taken place. Some discussions suffered from lack of adequate information and resource people, though the latter were distributed carefully among the groups. Some conversations proceeded without a clear understanding on everyone's part of the present and proposed library programs of the BIA. In some groups discussion kept too much within established systems, ideas and practices, but this limitation was balanced by bolder voices and new ideas in other groups.

All in all, this important aspect of the Pre-Conference went as well as can be expected with such diverse participants, the complexity of the issues covered, and untrained (for the most part) discussion leaders.

Resolutions

The record of the rich and varied discussions and observations was reduced to a small number of resolutions, and in the process lost some of the important details. The record of all discussion and task force sessions, however, has been carefully preserved for further study and use in the implementation of the resolutions, and is a part of this report. (See Appendix A).

The task forces made a genuine effort but some were unsure just what their product should be. Some got "hung up" on the formal resolution wording. By Saturday afternoon some fatigue had set in, and resolution writing was carried on by a relatively small group of individuals in each task force.

The resolutions committee, working through the night, combined the proposed resolutions into what seemed to be a manageable number; there were ten substantive resolutions in the final package. This was the critical point at which some felt that useful material was dropped, although most participants seemed to feel that the intent and the action points, if not the exact wording, of their concepts were represented in the resolutions that were finally voted upon. Perhaps the most important element that is not reflected is the vision of service needed by Indian people which emerged in the discussions -- service that goes well beyond the usual passive library service, and extending to the making of oral records on the one hand and to the information dissemination and referral function on the other.

The proposals adopted, including those for a National Indian Omnibus Library Bill and for a National Indian Library Center within the U.S. Department of the Interior are consistent with the principle of Indian self-determination. Several of the resolutions deal with inter-organization of library service to Indian people -- communication, coordination, consortia; others deal with specifics of materials and services -- depository status, support for Indian writers, and standards and criteria for Indian libraries.

Elections

The election process for choosing the delegates to the national conference left something to be desired, although most delegates appeared to believe that it was fair. Many nominees were not known to the voters, and there was no session in which they could present themselves to the electorate. Under these circumstances, those who had appeared on the program may have had some advantage in the voting. Individuals were free to nominate themselves or any other delegate present at the Pre-Conference. An available alternative would have been to have had each discussion group make nominations based on acquaintance with promising candidates.

None-the-less, able and committed individuals were elected. There is variety in the backgrounds of the national delegates and alternates that were chosen.

Facilities and Staff

The support staff, under Mrs. Huffer's direction, was cooperative and efficient. Work got done under difficult circumstances and often by extra effort during the small hours of the night.

Sleeping rooms were more than adequate, although some delegates resented the need to double up. The arrangement of desks and chairs in the main meeting room did not facilitate discussion, and having several discussion groups in this same large room made concentration difficult. Exhibits were strung along a narrow corridor (the only available space). By universal agreement the food was rated as poor, especially the continental breakfasts which were insufficient for "a ham and eggs man!" It was generally recognized, however, that shortcomings in facilities, and particularly in the food, were the result of limited finances and of government policy on per diem rates.

By and large, the delegates did not allow any limitations in creature comforts to get in the way of the task at hand. Great human effort went into the Conference, and if the momentum started can be sustained, there will be results.

Conclusions

Through participation in the Pre-Conference delegates and observers laid the groundwork for a comprehensive and exponential improvement in access for Indian people to library and information services on or near reservations. In the view of the evaluators, the three goals of the conference were met as follows:

Goal I - To Raise Awareness

This goal was achieved for the delegates and observers who attended the conference. Some of these individuals will spread the word in their tribes and organizations, but follow-up is needed by the Pre-Conference sponsors if awareness of the potential benefits of library and information services is to be developed throughout Indian America.

Goal II - Opportunity To Reach Consensus On A Long Range Plan

This goal was achieved in part, by virtue of genuine participation in discussion by most delegates. Continuing opportunities for this consensus must be provided as the BIA plan is demonstrated and developed and all of the Pre-Conference resolutions are implemented.

Goal III - To Provide Focussed Input Into The White House Conference

The resolutions adopted and the delegates elected were an important first step toward this goal.

The Pre-Conference resolutions make up the proper elements of a long range plan, but they do not constitute a full, detailed and compelling program. Since the philosophy of Indian self-determination applies to Indian library/media/information services, it is proposed that a comprehensive program be prepared, based on the resolutions and including some of the details proposed in the discussion groups -- especially with reference to the BIA Plan -- and circulated among the tribes and organizations for their continuing amendment and approval even as legislators, government officials and library organizations are made aware of Indian demands for library/media/information services and of their responsibility for providing it.

IX. Appendices

Appendix A

1. Participants list by state
2. Participants list by tribe
3. Program
4. Discussion Group recommendations
5. Task Force assignments
6. Task Force resolutions
7. Solicitor's response to Resolution #XII

X. Credits

The Pre-Conference acknowledges with gratitude the fine work of local volunteers, especially Verna Kurz of the Coalition of Indian -Controlled School Boards; Paul Mulloney and staff members of the U. S. Bureau of Reclamation Library; and Sam Shepard and staff members, of the U. S. Bureau of Mines Library. These volunteers helped with typing and duplicating, registration and many other tasks, and helped greatly to achieve a successful conference.

The Pre-Conference also extends its appreciation to the Eastman Kodak Company and its local officials for furnishing its newest model copier for conference use. This greatly expedited the production of the enormous amount of material required.

Thanks are due also to the American Library Association for permitting the use of the Indian head logo -- which has become a symbol of the Indian Pre-Conference -- and was originally designed by Ron Hernandez (Sioux) for the American Indian Libraries Newsletter.

Finally, the Pre-Conference expresses its thanks to the Denver Indian Center and to the entire Indian community of Denver for its interest in and assistance to the Pre-Conference. Appreciation is due also to the Denver Public Library for its cooperation and assistance.

Appendix A/1

PARTICIPANTS LIST BY STATE

STATE	CITY & ZIP	NAME
ALASKA (AK)	Juneau 99802	BORBRIDGE, Sandra Ms. 3200 Douglas Highway Apartment 1
	Barrow 99723	CRAIG, Rachel Ms. Post Office Box 429
	Rampart 99767	MAYO, Patricia Annie Ms. General Delivery
	Bethel 99559	STOCKWELL, Dorthy A. Ms. BIA: Box 347
	Nome 99762	WASSMAN, Suzanne K. Ms. Post Office Box 145
ARIZONA (AZ)	Window Rock 86515	ATCITTY, Eugene Mr. Post Office Box 1079
	St. Michael's 86511	BAXTER, Lillie S. Ms. Post Office Box 120
	Rough Rock 86503	BEGAY, Jimmie C. Mr. Box 656
	Whiteriver 85941	BONES, Berta M. Ms. Post Office Box 562
	Polacca 86042	CHURCH, Mary Jo Ms. General Delivery
	Window Rock 86515	CLAUSCHEE, Lois H. Ms. Post Office Box 131
	Phoenix 85013	COOLEY, Marguerite Ms. 922 W. Monterose Apartment A

STATE	CITY & ZIP	NAME
ARIZONA (AZ)	Sells 85634	COOPER, Kateri Sr. Box 837
	Whiteriver 85941	CRAIG, Mariddie J. Ms. Post Office Box 1436
	Oraibi 86039	DALLAS, Bernard Mr. Post Office Box 123
	Topowa 85637	EASLER, Irene Ms. Topowa Village
	Parker 85344	FLORES, Michael Mr. Post Office Box 78
	Fort Defiance 86504	HARDY, Joseph R. Mr. Post Office Box 166
	Fort Defiance 86515	HARRISON, Irvin Mr. Post Office Drawer T
	Window Rock 86515	HEYSER, Richard Mr. Drawer K
	Tempe 85281	HIGGINS, Norman Dr. Department of Educational Technology & Library Science AZ State University
	Chinle 86503	HOBSON, Dottie Ms. Post Office Box 164
	Window Rock 86515	KIPP, James G. Mr. Box 1074
	Scottsdale 85257	MANUEL, Winifred Ms. Route 1, Box 369
	Ganado 86505	PENISKA, Joe N. Mr. The College of Ganado
	Ganado 86505	PHILBRICK, Douglas R. Mr. Kinlichee School Bureau of Indian Affairs

STATE	CITY & ZIP	NAME
ARIZONA (AZ)	Tsaile 86556	SHELTON, Lita J. Ms. Post Office Box 665, NCC
	Sells 85634	SHEPPARD, Betty Jane Ms. Star Route 1, Box 92
	Lupton 86504	SHIRLEY, Tom Mr. Post Office Box 44
	Phoenix 85035	SOTO, Pete Mr. 5426 West Coronado Road
	Phoenix 85016	WOOD, Margaret Ms. 1636 East Berridge Lane
ARKANSAS (AR)	Little Rock 72205	MOORE, Bessie Boehm Ms. 712 Legato Drive
CALIFORNIA (CA)	Mountain View 94040	BLANK, Ruth Ms. 255 S. Rongstorff Avenue # 42
	Fresno 93710	CANDELARIA, Andrew D. Mr. 297 East Herndon Avenue
	Riverside 92507	CASTILLO, Edward Mr. Post Office Box 55510
	Albany 94706	CUESTA, Yolanda Ms 911 Pierce Street, #1
	Davis 95616	FORBES, Jack Dr. Native American Studies University of CA at Davis
	Porterville 93257	HUNSAKER, Linda Louise Ms. Post Office Box 1353
	Rohnert Park 94928	MAY, James H. Dr. 7179 Circle Drive
	Taylorsville 95983	MERINO, Tommy Mr. Box 102
	Inglewood 90305	METOYER-DURAN, Cheryl Dr. 8616 Second Avenue

STATE	CITY & ZIP	NAME
CALIFORNIA (CA)	Los Angeles 90026	REED, Dennis Mr. 2016 Sunset Boulevard
	Davis 95616	RISLING, David Mr. 2403 Catalina Drive
	Mountain View 94043	ROGGIA, Sally Ms. 321 Ruth Avenue
	Marina del Rey 90291	SHANK, Russell Dr. 4754B La Villa Marina
	Del Mar 92014	SHORE, Herbert Chivambo Mr. Post Office Box 949
	Berkeley 94702	WILLIE, Rosalie Ms. 1301 Hearst #5
	Eureka 99501	YERTON, Kim Ms. 1334 California Street
COLORADO (CO)	Thornton 80229	ACOYA, Clarence Mr. 1140 East 950th
	Ignacio 81137	BOX, Eddie Mr. Route 1
	Littleton 80122	BUFFALOHEAD, Roger Mr. 6758 South Birchway
	Golden 80401	CARRASCO, Adelina Ms. 137 Lookout Mountain Road
	Towaoc 81334	COLOROW, Janice Lopez Ms. Post Office Box 543
	Boulder 80303	EADS, Sharon Ms. Native American Rights Fund 1506 Broadway
	Denver 80218	GOODEAGLE, Grace Ms. 718 Corona Street
	Denver 80222	KILLIAN, Richard Mr. 1245 South Bellaire Street Apartment 505

STATE	CITY & ZIP	NAME
COLORADO (CO)	Boulder 80303	LOCKE, Patricia 3655 Silver Plume Lane
	Aurora 80014	LYONS, Naomi Ms. 3225 S. Parker Road Regent Plaza #1004
	Boulder 80303	NAUMER, Janet Noll Ms. 3085 Redstone Lane
	Denver 80203	SHEAROUSE, Henry G. Jr. 1357 Broadway
	Denver 80202	SOMDAY, Jim Mr. 511 16th Street Suite 5
	Lakewood 80227	YOUNGBIRD, Marilyn Ms. 2316 South Zephyr Way
CONNECTICUT (CT)	Hamden 06514	MATHEWS, Virginia H. Ms. Post Office Box 4264
DISTRICT OF COLUMBIA (DC)	Washington 20240	BAUMAN, Barbara Ms. Department of Interior Office of Library & Information Services
	Washington 20009	BOURGIN, Mariada C. Ms. 2022 Columbia Road, NW
	Washington 20240	GEOGHAN, Peggy Ms. Department of Interior Office of Library & Information Services
	Washington 20542	HAGLE, Alfred Mr. Library of Congress National Library Service for the Blind & Physically Handicapped

STATE	CITY & ZIP	NAME
DISTRICT OF COLUMBIA (DC)	Washington 20240	HUFFER, MARY A. Ms. Department of Interior Office of Library & Information Services
	Washington 20240	LARSON, Signe Ms. Department of Interior Office of Library & Information Services
	Washington 20240	McGUIRE, Molly P. Ms. Department of Interior Office of Library & Information Services
	Washington 20240	MILLER, Bertha Y. Ms. Department of Interior Office of Library & Information Services
	Washington 20036	RESZETAR, Mary Alice Ms. National Commission on Libraries & Information Science 1717 "K" Street, NW
	Washington 20005	TIGER, Georgianna Ms. 1430 "K" Street, NW
	Washington 20240	WOLF, Dulcie Ms. Department of Interior BIA: Office of Indian Education Programs
FLORIDA (FL)	Miami 33144	DEAN, Talulah Earle Ms. Post Office Box 440021
IDAHO (ID)	Lewiston 83501	ANGLE, Lydia Ms. 1123A 9th Avenue
	Blackfoot 83221	DIXEY, Daisey Ms. Box 175

STATE	CITY & ZIP	NAME
IDAHO (ID)	Fort Hall 83203	EDMO, Maxine Ms. Fort Hall Council Box 138
	Lapwai 83540	GUZMAN, Alta Ms. Box 223
	Fort Hall 83203	PEYOPE, Ardith Ms. Box 149
	Pocatello 83201	RICHMOND, William Mr. Post Office Box 381
ILLINOIS (IL)	Chicago 60611	COLEMAN, Jean E. Ms. 50 East Huron Street
	Oak Park 60302	RICHMOND, Peggy Ms. 420 South Home Apartment 202
KANSAS (KS)	Horton 66439	CADUE, Steve Mr. Post Office Box 122
	Overland Park 66212	OVERBY, Milton S. Mr. 9697 Wedd Drive
	Coffeyville 67337	RUSSELL, Jim Mr. 704 1/2 Spruce Street
LOUISIANA (LA)	Baton Rouge 70806	FOOS, Donald Dr. 4114 North Street
MAINE (ME)	Perry 04667	NICHOLAS, Joseph Post Office Box 295
MARYLAND (MD)	Bethesda 20037	FRY, Ray Mr. 8314 Still Spring Court

STATE	CITY & ZIP	NAME
MICHIGAN (MI)	Harbor Springs 49740	ADAMS, Doris K. Ms. 620 Second Street
	L'Anse 49946	HUGO, Loretta M. Ms. Route 1, Box 21A
	Okemus 48864	JOHNSON, Paul Mr. 1554 Thistledown Place
	Baraga 49909	LaPOINTE, Donald A. Mr. Box 623
	Kalamazoo 49007	SMITH, William K. Mr. 3514 Edinburgh Drive
	Ann Arbor 48104	TOWNLEY, Charles Mr. 1521 Pine Valley Road
MINNESOTA (MN)	St. Paul 55108	GENIA, Anthony L. Mr. 2024 Como Avenue
	Bemidji 56601	HEGSTAD, Hazel Ms. 2328 Caliham Avenue
	Red Lake 56671	JOHNSON, Everett L. Mr. Box 127
	Bemidji 56601	JOHNSON, Virginia Ms. 2621 Caliham Avenue
	Duluth 55805	MARTINEAU, Vincent R. Mr. 721 North 7th Avenue, East
	Sawyer 55780	NORTHRUP, James W. Jr. Box 463
	St. Paul 55102	POOLAW, Michael Mr. 615 S. Chatsworth
	Cass Lake 56633	ROBERTSON, Charles Mr. Post Office Box 455
	St. Paul 55119	TALLBEAR, LeeAnn Ms. 2234 Beech Street
	Bemidji 56601	WOOD, Verna Ms. 3208 Cedar Lane

STATE	CITY & ZIP	NAME
MISSISSIPPI (MS)	Philadelphia 39350	HENRY, Frank Mr. Post Office Box 411
	Philadelphia 39350	ISAAC, Calvin Mr. Route 7, Box 218
	Philadelphia 39350	TURNEY, Blaise Glory Ms. Route 3, Box 564
	Philadelphia 39350	YORK, Kennith H. Mr. Route 7, Box 246
	Philadelphia 39350	YORK, William E. Mr. Route 7, Box 24
MONTANA (MT)	Lame Deer 59043	BRISTOW, Barbara Ms. Post Office Box 54
	Missoula 59801	FENTON, Karen Ms. 178 SW Higgins
	Browning 59417	LAFROMBOISE, Conrad Mr. Box 544
	Great Falls 59405	McCLUSKEY, Murton Mr. 4804 7th Avenue South
	Townsend 59644	MICKINOCK, Rey Mr. 201 South Cedar
	Crow Agency 59022	OLD COYOTE, Lloyd Mickey Mr. Post Office Box 173
	Lame Deer 59043	POND, Doreen D. Ms. Box 206
	Crow Agency 59022	WINDY BOY, Sam Jr. Post Office Box 400

STATE	CITY & ZIP	NAME
NEBRASKA (NE)	Scottsbluff 69361	BUSCH, Nancy Ms. 3902 Avenue D Apartment 20
	Niobrara 68760	HOUSE, Schuyler Mr. R. R.2
	Winnebago 68071	LaROSE, Louis Mr. Box 647
	Waco 68460	PATNUADE, Alfred D. Mr. RR #1
	Walthill 68067	ROSELAND, Lenora Ms. Box 228
	Macy 68039	ROSS, Donald D. Dr. Macy Public Schools
	Winnebago 68071	WALKER, Neola Ms. Winnebago
NEVADA (NV)	Carson City 89701	BARKER, Robin Ms. 303 Fleischmann Way
	Carson City 89701	PETERSEN, Mark A. Mr. 655 S. Roop Street Apartment 67
	Yernigton 89447	STEVENS, Mary L. Ms. 170 Campbell Lane
NEW JERSEY (NJ)	Medford 08055	GLENN, Etta Ms. Route 70
	Medford 08055	OBEAKEHR, Tom Mr. 323-A Route #70

STATE	CITY & ZIP	NAME
NEW MEXICO (NM)	Cochiti 87041	BOWANNIE, John M. Mr. Post Office Box 95
	Sanostee 87461	DANES, Fred Mr. Post Office Box 488
	Corrales 87048	DELORIA, Sam Mr. Box 1096
	Pueblo of Acoma 87034	GARCIA, Regina Ms. Post Office Box 321
	Algodones 87001	GARCIA, Rosemary Ms. Santo Domingo School
	Gallup 87301	GEORGE, Ella Ms. 1501 West Aztec, Sp. 8
	Isleta 87022	JOJOLA, Joe L. Mr. Box 384
	Albuquerque 87108	JONES, Myron Mr. 5510 Domingo Road
	Gallup 87301	KULKA, Louise T. Ms. 222 E. Nizhoni Blvd. Apartment B-8
	Ramah 87321	LANO, Edmund Mr. Box 274
	Ramah 87321	LANO, June Ms. Box 274
	Las Cruces 88001	SANDOVAL, Ramona Tecumseh Ms. 1985 Anderson Drive
	Espanola 87532	TAFOYA, Paul Mr. Post Office Box FFF
	Albuquerque 87107	TENORIO, Sef Mr. Box 6507 Station B
	Albuquerque 87107	THOMPSON, Maurice Mr. 1912 Prospect, NW
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STATE	CITY & ZIP	NAME
NEW MEXICO (NM)	Santa Fe 87501	WARREN, Dave Mr. 714 Gonzales Road
	Santa Fe 87501	WERGER, Joanne Ms. 1715 Pasco de Peralta
NEW YORK (NY)	Hogansburg 13655	COLE, Beatrice Ms. Box 395
	New York 10040	DAVIS, Mary B. Ms. 900 W. 190th Street
	Hogansburg 13655	ELIJAH, Bruce Mr. Akwesasne Notes Oneida Nation NOL2GD
	Bombay 12914	JACOBS, Margaret M. Ms. Route 1
	Ticonderoga 12882	MARTIN, Lowell Dr. RD #1 Black Point Road
	Rooseveltown 13683	MYERS, Mike Mr. Akwesasne Notes
	Delmar 12054	TARBELL, Philip H. Mr. 10 Capitol Avenue
	Nedrow 13120	THOMAS, Tracy Mr. Onondaga Nation
	Hogansburg 13655	WHITE, Minerva C. Ms. RFD
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	Bismarck 58501	DeCOUTEAU, Margaret Ms. 523 North 12th
	Newtown 58763	FOX, Sidney Mr. Post Office Box 711
	Bismarck 58501	GIPP, David M. Mr. 3315 South Airport Road
	St. Michaels 58370	MERRICK, Valeria G. Ms. St. Michaels
	Fort Yates 58538	TEACHOUT, Margaret H. Ms. Post Office Box 117
OKLAHOMA (OK)	Oklahoma City 73105	ALEXANDER, Sally Ms. 4010 N. Lincoln Blvd.
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	Oklahoma City 73116	BROWN, Betty J. Ms. 3037 NW 71st Street
	Tahlequah 74464	BUFFALOMEAT, Nellie Ms. Post Office Box 194
	Norman 73069	GANN, Roy Robert Mr. 1509 Kingston Road
	Anadarko 73005	GERARD, Beverly Ms. 609 Mission Drive
	Norman 73071	GRANT, Lana Ms. 1401 Abbey Drive
	Seminole 74868	HANLEY, Kelly Mr. Box 1506

STATE	CITY & ZIP	NAME
OKLAHOMA (OK)	El Reno 73036	HARJO, Pauline Ms. Box 323
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	Yukon 73099	HARRAGARRA, Delores Ms. 113 Yukon Avenue
	Okemah 74859	KING, James Mr. Route 1
	Midwest City 73110	LUSTY, Leon Mr. 2816 Timmons Apartment 5
	Oklahoma City 73132	SAHMAUNT, Joseph "Bud" Dr. 5713 Melton Drive
	Norman 73071	SMITH, Peggy C. Ms. 630 Sinclair
	Ada 74820	TOMLINSON, J. Y. Mr. Post Office Box 1548
	Midwest City 73110	WHITE, Sammy Tonekei Mr. 2425 N. Thornton
	Farris 74542	WORK, Betty Harbuck Ms. Route 1
OREGON (OR)	Portland 97266	LARVIE, Colleen Ms. 11825 SE Harold
PENNSYLVANIA (PA)	State College 16801	ROBBINS-MURRAY, Rebecca Ms. 310 B. Vairo Boulevard
SOUTH DAKOTA (SD)	Spearfish 57783	AMIOTTE, Lowell Mr. 9 Nickel
	Eagle Butte 57625	DONOVAN, William Mr. Box 487

STATE	CITY & ZIP	NAME
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	Pine Ridge 57770	HOUSER, Vernon Mr. Box 287
	Porcupine 57772	HOWE-MESTETH, Dicksy Ms. Rockyford Rt.
	Kyle 57752	KILLS STRAIGHT, Birgil Mr. Kyle
	Marty 57361	McBRIDE, Ida Margaret Ms. Box 242
	Mission 57555	McCLOSKEY, William H. Mr. Post Office Box 503
	Marty 57361	REDLIGHTNING, Estelle E. Ms. Box 144
	Pierre 57501	RED WILLOW, Conrad Mr. Post Office Box 1193
	St. Francis 57572	WHITEBIRD, Francis Mr. Box 56
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	Denton 76201	SMITH, Lotsee Ms. 2212 Pembrooke Place
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	Brigham City 84302	REESE, Ray D. Mr. 507 South 4th Avenue
	Logan 84321	WEST, Alexa Ms. 1397 N. 1720 East

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	Arlington 22202	LINEHAN, Ronald Mr. 1600 South Eads #537 South
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	Nespelem 99155	COVINGTON, Lucy Ms. Post Office Box 451
	Seattle 98199	DEMMERT, William Mr. 2620 37th Avenue W.
	Sumner 98370	KNABLE, Jean Ms. Post Office Box 578
	Ferndale 98248	HILLAIRE, Pamela Ms. Post Office Box 271
	Toppenish 98948	JIM, Roger R. Mr. Post Office Box 632
	Seattle 98199	KRISTOVISH, Claudia Ms. Post Office Box 99253
	Yakima 98908	MAURICH, Christine Ms. 4004 Bell Avenue Apartment 2L
	Spokane 99202	MISIASZEK, Lorraine F. Ms. East 905 Third Avenue
	Keller 99140	TROWBRIDGE, Carol A. Ms. Box 193
	Shelton 98584	WHITENER, Robert W. Mr. Route 1, Box 275
	White Swan 98948	YOUNG, Gary Mr. Post Office Box 208

STATE	CITY	NAME
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	Keshena 54135	SKENADORE, Lynne Ms. Post Office Box 462
	Menominee 54741	TSOSIE, Mary Alice Ms. 816 21st Street North
WYOMING (WY)	Ethete 82520	MARTEL, Wes Mr. Box 713
	Ethete 82520	REDMAN, Alfred Mr. Box 728
	Ethete 82520	SMITH, John P. Mr. Box 698
	Lander 82520	SORRELS, Harlene Ms. Box 1154

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	Ethete, WY 82520	REDMAN, Alfred Mr. Box 728
	Ethete, WY 82520	SMITH, John P. Mr. Box 698
ARAPAHO-SIOUX	St. Paul, MN 55119	TALLBEAR, LeeAnn Ms. 2234 Beech Street
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CHICKASAW	Ada, OK 74820	TOMLINSON, J. Y. Mr. Post Office Box 1548
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	Sawyer, MN 55780	NORTHRUP, James W. Jr. Box 463

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	Medford, NJ 08055	GLENN, Etta Ms. Route 70
	Farris, OK 74542	WORK, Betty Harbuck Ms.
CHOCTAW NATION	Oklahoma City, OK 73116	BROWN, Betty Ms. 3037 NW 71st Street
CHOCTAW/SYCAMORE	Anadarko, OK 73005	GERARD, Beverly Ms. 609 Mission Drive
COCHITI	Cochiti, MN 87041	BOWANNIE, John M. Mr. Post Office Box 95
COCOPAH	Phoenix, AZ 85035	SOTO, Pete Mr. 5426 West Coronado Road
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TRIBE	CITY - STATE & ZIP	NAME
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CREEK	Okemah, OK 74859	KING, James Mr. Route 1
	Sells, AZ 85634	SHEPPARD, Betty Jane Ms. Star Route 1, Box 92
CREEK/SEMINOLE	Midwest City, OK 73110	LUSTY, Leon Mr. 2816 Timmons Apartment 5
CROW	Crow Agency, MT 59022	OLD COYOTE, Lloyd Mickey Mr. Post Office Box 173
DEVILS LAKE SIOUX	St. Michaels, ND 58370	MERRICK, Valeria G. Ms. St. Michaels, ND
ESKIMO	Arlington, VA 22213	ERLICH, Suzy Ms. 2747 N. Yucatan
	Nome, AK 99762	WASSMAN, Suzanne K. Ms. Post Office Box 145
HOPI	Polacca, AZ 86042	CHURCH, Mary Jo Ms. General Delivery
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TRIBE	CITY - STATE & ZIP		NAME
HOOPA	Davis, CA	95616	RISLING, David Mr. 2403 Catalina Drive
HUPA	Eureka, CA	99501	YERTON, Kim Ms. 1334 California Street
INUPIAT	Barrow, AK	99723	CRAIG, Rachel Ms. Post Office Box 429
ISLETA PUEBLO	Isleta, NM	87022	JOJOLA, Joe L. Mr. Box 384
JUMANO-APACHE	Golden, CO	80401	CARRASCO, Adelina Ms. 137 Lookout Mountain Road
KEWEENAW BAY CHIPPEWA	L'Anse, MI	49946	HUGO, Loretta M. Ms. Route 1, Box 21A
	Baraga, MI	49909	LaPOINTE, Donald A. Mr. Box 623
KICKAPOO	Horton, KS	66439	CADUE, Steve Mr. Post Office Box 122
	Los Angeles, CA	90026	REED, Dennis Mr. 2016 Sunset Boulevard
	Coffeyville, KS	67337	RUSSELL, Jim Mr. 704 1/2 Spruce Street
KIOWA	Oklahoma City, OK	73132	SAHMAUNT, Joseph "Bud" 5713 Melton Drive
	Midwest City, OK	73110	WHITE, Sammy Tonekei Mr. 2425 N. Thornton

TRIBE	CITY - STATE & ZIP	NAME
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KIOWA-OTOE	Yukon, OK 73099	HARRAGARRA, Deanna Ms. 113 Yukon Avenue
	Yukon, OK 73099	HARRAGARRA, Delores Ms. 113 Yukon Avenue
LAGUNA	Laguna, NM 87026	WACONDO, Elizabeth P. Ms. Post Office Box 1436
LAGUNA PUEBLO	Thornton, CO 80229	ACOYA, Clarence Mr. 1140 East 950th
	Tacoma, WA 98403	CASTIANO, Judith Ms. 801 N.L. #8
	Window Rock, AZ 86515	CLAUSCHEE, Lois H. Ms. Post Office Box 131
LUISENO	Fresno, CA 93710	CANDELARIA, Andrew D. Mr. 297 East Herndon Avenue
LUMBEE	Raleigh, NC 27611	JONES, A. Bruce Mr. Post Office Box 27228
LUMMI	Ferndale, WA 98248	HILLAIRE, Pamela Ms. Post Office Box 271
MAIDUE	Taylorsville, CA 95983	MERINO, Tommy Mr. Box 102
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TRIBE	CITY - STATE & ZIP	NAME
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MISSISSIPPI CHOCTAW	Philadelphia, MS 39350	HENRY, Frank Mr. Post Office Box 411
	Philadelphia, MS 39350	ISAAC, Calvin Mr. Route 7, Box 218
	Philadelphia, MS 39350	YORK, Kennith H. Mr. Route 7, Box 246
	Philadelphia, MS 39350	YORK, William E. Mr. Route 7, Box 24
MOHAVE/CHEMEHUEVI	Parker, AZ 85344	FLORES, Michael Mr. Post Office Box 78
MOHAWK	Hogansburg, NY 13655	COLE, Beatrice Ms. Box 395
	Bombay, NY 12914	JACOBS, Margaret Ms. Route 1
	Delmar, NY 12054	TARBELL, Philip Mr. 10 Capitol Avenue
	Nedrow, NY 13120	THOMAS, Tracy Mr. Onondaga Nation
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NAVAJO	Window Rock, AZ 86515	ATCITTY, Eugene Mr. Post Office Box 1079

TRIBE	CITY - STATE & ZIP	NAME
NAVAJO	St. Michael's, AZ 86511	BAXTER, Lillie S. Ms. Post Office Box 120
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	Fort Defiance, AZ 86504	HARDY, Joseph R. Mr. Post Office Box 166
	Fort Defiance, AZ 86515	HARRISON, Irvin Mr. Post Office Drawer T
	Chinle, AZ 86503	HOBSON, Dottie Ms. Post Office Box 164
	Ramah, NM 87321	LANO, Edmund Mr. Box 274
	Ramah, NM 87321	LANO, June Ms. Box 274
	Lupton, AZ 86504	SHIRLEY, Tom Mr. Post Office Box 44
	Albuquerque, NM 87107	THOMPSON, Maurice Mr. 1912 Prospect, NW
	Menominee, WI 54751	TSOSIE, Mary Alice Ms. 816 21st Street North
NAVAJO/SEMINOLE	Phoenix, AZ 85016	WOOD, Margaret Ms. 1636 East Berridge Lane
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TRIBE	CITY - STATE & ZIP	NAME
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OJIBWA	Okemus, MI 48864	JOHNSON, Paul Mr. 1554 Thistledown Place
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PAIUTE	Yernigton, NV	89447	STEVENS, Mary L. Ms. 170 Campbell Lane
PAIUTE/SNOHOMISH	Tsaile, AZ	86556	SHELDON, Lita J. Ms. Post Office Box 665, NCC
PAPAGO	Sells, AZ	85634	COOPER, Kateri Sr. Box 837
	Topowa, AZ	85637	EASLER, Irene Ms. Topowa Village
PASSAMAQUODDY	Perry, NE	04667	NICHOLAS, Joseph Mr. Post Office Box 295
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TRIBE	CITY - STATE & ZIP		NAME
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	Bemidji, MN	56601	JOHNSON, Virginia Ms. 2621 Calihan Avenue
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TRIBE	CITY - STATE & ZIP	NAME
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TRIBE	CITY - STATE & ZIP	NAME
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	Corrales, NM 87048	DELORIA, Sam Mr. Box 1096
	Bismarck, ND 58501	GIPP, David Mr. 3315 South Airport Road
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STEILACOOM	Sumner, WA 98370	KNABLE, Jean Ms. Post Office Box 578
TEWA	Santa Fe, NM 87501	WARREN, Dave Mr. 714 Gonzales Road
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TRIBE	CITY - STATE & ZIP	NAME
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TURTLE MOUNTAIN CHIPPEWA	Belcourt, ND 58316	DAVIS, Carol Ms. Box 508
UTE	Fort Duchesne, UT 84026	CUCH, Forrest Mr. Post Office Box 161
UTE MOUNTAIN	Towaoc, CO 81334	COLOROW, Janice Lopez Ms. Post Office Box 543
WAILAKI-POMO	Berkeley, CA 94702	WILLIE, Rosalie Ms. 1301 Hearst #5
WHITE MOUNTAIN APACHE	Whiteriver, AZ 85941	BONES, Berta M. Ms. Post Office Box 562
	Whiteriver, AZ 85941	CRAIG, Mariddie J. Ms. Post Office Box 1436
WINNEBAGO	Madison, WI 53705	BEAUDIN, Janice Ms. 207 - I Eagle Heights Apts.
	Winnebago, NE 68071	LaROSE, Louis Mr. Box 647
	Winnebago, NE 68071	WALKER, Neola Ms. Winnebago
WINNEBAGO - SAX & FOX	Las Cruces, NM 88001	SANDOVAL, Ramona Tecumseh Ms. 1985 Anderson Drive

TRIBE	CITY - STATE & ZIP	NAME
YAKIMA	Toppenish, WA 98948	JIM, Roger R. Mr. Post Office Box 632
	White Swan, WA 98948	YOUNG, Gary Mr. Post Office Box 208
YANKTON SIOUX	Marty, SD 57361	REDLIGHTNING, Estelle Ms. Box 144

Appendix A/3

PROGRAM

The White House Pre-Conference On Indian Library and Information Services On or Near Reservations

Denver Airport Hilton Inn
I-70 at Peoria St. exit
Denver, Colorado 80239

October 19-22, 1978

Sponsored By

Office of Library and Information Services
and
Bureau of Indian Affairs
of the
U.S. Department of the Interior,
and the
National Commission on Libraries and
Information Science

GOALS OF THE CONFERENCE

1) To raise awareness among Indian people of potential benefits of library/media/information services and their relevance to Indian concerns, issues and interests, especially their value in supporting the development of self-determination.

2) To provide an opportunity for Indian people throughout the United States to reach consensus on a long-range plan to improve and develop library/media/information services on or near reservations.

3) To provide focussed input on library/media/information needs and services as they relate to national Indian issues into the White House Conference on Library and Information Services, and to raise awareness of Indian library/media/information needs in the society as a whole.

Planning Committee Members

Ms. Virginia H. Mathews (Osage)
Chairman of the White House Pre-Conference

Dr. William Demmert (Tlingit-Sioux)
Ms. Maxine Edmo (Shoshone-Bannock)
Mr. Anthony Genia (Ottawa/Choctaw)
Mr. David Gipp (Sioux)
Mr. Joseph Hardy (Navajo)
Mr. Calvin Isaac (Choctaw)
Dr. Cheryl Metoyer (Cherokee)
Mr. David Risling (Hoopa)
Dr. Joseph "Bud" Sahmaunt (Kiowa)
Prof. Lotsee Smith (Comanche)
Mr. Pete Soto (Cocopah)
Ms. Minerva White (Mohawk)
Ms. Marilyn Youngbird (Arikara)

GENERAL INFORMATION

Admittance to all Conference events will be by *badge only*.

Delegates badges are red—badges with red bar signify library-related.

Observers badges are turquoise—badges with turquoise bar designate library-related.

The Pre-Conference Office is located in Room 137.

Separate seating will be provided for delegates during the Pre-Conference.

Displays and exhibits will be located outside the Ballroom on the Lobby Level of the Hotel. General sessions will be held in the Larimer Ballroom and adjoining Ballrooms as needed. Room assignments for the small group discussions and resolutions task forces will be announced. Changes, announcements of added meetings or cancellations, and personal messages will be posted at the Message Center located in the Registration area.

Meal tickets will be issued at the time of Registration.

The Conference has employed the services of an interpreter in sign language for the deaf. The interpreter will be present at General Sessions if needed.

Ms. Sharon Eads of the staff of the Native American Rights Fund will serve at all general sessions as parliamentarian.

PROGRAM

The White House Pre-Conference On Indian Library and Information Services On or Near Reservations

Thursday, October 19, 1978

1:00 p.m.-5:00 p.m.	**Discussion Leader/Reporter Training**
5:00 p.m.-9:00 p.m.	**Registration** Hotel Lobby
8:00 p.m.-10:00 p.m.	**Get Acquainted Evening** Larimer Ballroom
	Displays and Exhibits Ballroom Lobby
	Coordinator: Marilyn Youngbird (Arikara) Executive Director, Colorado Commission on Indian Affairs

Friday, October 20, 1978

8:45 a.m.	**Opening Spiritual Ceremony** Larimer Ballroom
9:00 a.m.	**First General Session** Larimer Ballroom
	Presiding: Virginia H. Mathews (Osage) Conference Chairman
	Welcome to Delegates and Observers
	Introduction and Procedures/Arrangements
	Adoption of Rules and Agenda for the Conference
	"The Role of Libraries in Indian Life and Culture"
	Speakers:
	Jack Forbes (Rappahannock) Professor, University of CA at Davis
	Minerva White (Mohawk) Director, Native American Special Services St. Lawrence University, NY
10:30 a.m.	**Break for Coffee and Small Group Discussion**
	Coffee in Exhibits Area (Ballroom Lobby)
	Open Discussion to Identify Concerns of Delegates in Regard to Provision of Library and Information Services to Indian People On or Near Reservations
12:30 p.m.	**Luncheon**
1:30 p.m.	**Second General Session** Larimer Ballroom
	Presiding: Bud Sahmaunt (Kiowa) Professor, Education Department Oklahoma City University

"Legal Bases and Existing Access to Library and Information Services; Funding Potentials and Resource Sharing"

Panelists:

Rick Lavis
Deputy Assistant Secretary for Indian Affairs
Program Operations
U.S. Department of the Interior

Sam Deloria (Sioux)
Professor, School of Law
University of New Mexico

Ray Fry, Deputy Associate Commissioner
Office of Libraries and Learning Resources
U.S. Office of Education (U.S.O.E.)

Gerald Gipp (Sioux)
Director, Office of Indian Education, U.S.O.E.

2:30 p.m. **Small Group Discussions**

Purpose:
To Develop Recommendations Concerning Legal Bases, Funding and Resource Sharing

5:30 p.m. **Experience Exchange**

Purpose:
To Discuss Operational Specifics in the Development of Indian Libraries (Informal Small Group Discussion)

7:30 p.m. **Dinner** Larimer Ballroom

Speaker:
James Welch (Blackfeet)
Author of *Riding the Earth Boy 40, Winter in the Blood,* and other books

Indian Entertainment, Coordinated by Keith Fox (Arikara) and Laura Fox (Standing Rock Sioux)

10:00 p.m. **Deadline for Receipt of White House Conference Delegate Nominations**

Saturday, October 21, 1978

8:45 a.m. **Opening Spiritual Ceremony**
Larimer Ballroom

9:00 a.m. **Third General Session**
Larimer Ballroom

Presiding:
William Demmert (Tlingit-Sioux)
Professor, Graduate School of Public Affairs and Indian Studies
University of WA at Seattle

"Developing Library Services for Indian People On or Near Reservations"

Leadership:
Del LaVato (San Juan Pueblo)
Chairman, All Indian Pueblo Council

Materials:
David Warren (Santa Clara Pueblo)
Director, Research and Cultural Studies Development Section
Bureau of Indian Affairs

Programming:
Lotsee Smith (Comanche)
Professor, School of Library Science
Texas Women's University

Staffing:
Mary Alice Tsosie (Navajo)
Librarian, University of Wisconsin at Stevens Point

11:00 a.m. **Small Group Discussions**

Purpose:
To Develop Recommendations Regarding Leadership, Awareness of Library Potentials, Staffing and Materials; and Additional Categories Arising from Expressed Need

12:30 p.m. **Voting for Delegates to the National White House Conference Opens**

Luncheon

2:30 p.m. **Voting Closes**

Resolutions Task Forces to Meet

Purpose:

Vote by Topics on Proposals from Previous Small Group Discussions

7:30 p.m. **Dinner** Larimer Ballroom

Speaker:

Forrest Gerard (Blackfeet)

Assistant Secretary for Indian Affairs

U.S. Department of the Interior

Election Results Announced

9:15 p.m. **Buses Depart from Front of Hotel**

Pow Wow at Denver Indian Center

Notes

Sunday, October 22, 1978

8:30 a.m. **Brunch**

9:30 a.m. **Fourth General Session**

Larimer Ballroom

Presiding:

Virginia H. Mathews (Osage)

Conference Chairman

Summarizer:

W. Roger Buffalohead (Ponca)

Director, United Scholarship Service

Voting on Resolutions and Charge to the Planning Committee

1:30 p.m. **Conference Close**

Notes

ACKNOWLEDGMENTS

The Pre-Conference wishes to extend its thanks to the Eastman Kodak Company for furnishing us with the copier in the Conference Office.

The Pre-Conference also extends its thanks to the American Library Association for its permission to use the Indian head logo. The logo was designed by Ron Hernandez (Sioux) for the *American Indian Libraries Newsletter*, a publication of ALA.

The Pre-Conference wants to express its thanks also to the Denver Indian Center and the entire Indian Community of Denver for its interest and co-operation.

For questions and information regarding the Pre-Conference, please contact the Office of Library and Information Services, U.S. Department of the Interior, Washington, D.C. 20240. Phone: 202-343-5821.

The
White House
Conference
on Library
and
Information
Services

March 3, 1849

Notes and Recommendations Submitted by

Small Group Discussion Leaders *

Group 1

Recommend that the role of LMI (Library-Media-Information) systems on or near reservations: A) Reflect the needs of the local community informational needs regarding such areas as spiritual, political, recreational, administrative, outreach, economical, etc. B) Be a supportive effort by the elected tribal officials and the governing reservation bodies working with other organizations. C) Promote, support, and sustain the development, understanding and communication of Indian people. D) Maintain a system to develop and collect bilingual materials. E) Promote the use of Indian materials into local school curriculum. F) Develop systems to preserve information and records on the past, present, and future relating to all Indian matters. G) Promote the development of programs for the collecting and storing of oral histories. H) Serve as a research center and help people use materials about Indians.

Recommend that the White House Pre-Conference on Indian Library and Information Services On or Near Reservations: A) Support the development of a national information referral center to collect and have available as much material on American Indians as possible. B) Work with the Office of Library and Information Services, U.S. Dept. of the Interior, to establish training programs for Indian LMI staff within the 10 service areas of the OLIS. C) Pass a resolution against the establishment of block grants going to states from the federal government. D) Pass a resolution for the establishment of categorical grants within the different title programs, for Indian libraries and/or reservations. E) Work with tribal groups so that reservations can consider all sources in the development of Indian LMI systems. F) Take the leadership in getting out information on funding sources and other LMI information to as many interested people as possible. G) Participants take a leadership role in doing the work needed on the local level to establish and maintain successful LMI systems. H) Pass a resolution that the Federal Documents Depository program be amended to permit each reservation or tribal government to designate one library within their jurisdiction as a Federal Depository Library. I) Take a close look at existing legislation affecting library funding as a means of securing those funds already in existence. J) Consider a plan for funding a separate Indian Library Act patterned after the Indian Education Act calling for funding under titles dealing with Indian library staff training and other categories as determined through input by Indian people. K) Recommend that local tribal governments be urged to take the time to take a serious look at the Bureau of Indian Affairs Plan for the Improvement of Library/Media/Information Programs and provide input and recommendations. L) Develop a resource bank of Indian people who have expertise in different areas who can be called upon

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* Official Pre-Conference Resolutions are on page 51 of the main body of this report.

to aid libraries in their development. This bank to be made available to all Indian groups. M) Support a plan that would establish workshops for Indian people working in libraries in such things as proposal writing, public relations, etc. These workshops would be conducted by Indian people.

Group 2

"Role of Libraries in Indian Life and Culture"

1. Should serve as an information center. 2) Should reach out to community. 3) Should be a learning center for all age levels (ex., adult education classes). 4) Should promote, preserve and strengthen the teaching of Indian language and history and culture. 5) There is no continuity of funding. 6) Need training programs for Indian people to become trained in library science (both professional and para-professional). 7) Community education to teach the people how to use the library. 8) Libraries for Indian people should be structurally designed to reflect that they are "Indian Libraries." (Make the people feel that it belongs to them.) Reflection of dominant tribal culture. 9) Should have a research activity role (to gather information that is not available from existing sources on particular community to be served.) 10) Preserve oral history within community. 11) Provide a statistical/data gathering service for the tribes. 12) School libraries should be expanded to serve whole communities. 13) Make tribes (government) aware of need for library and information services for Native people. 14) Establish central information place. (We are continually re-inventing the wheel.) 15) Cooperative effort between reservation/urban Native people.

The role of libraries is to reach their clientele by: 1) Making people aware of that their library is a repository of materials that support their life and culture. 2) Making the people feel that the library belongs to them and they can feel they are at home there and welcome.

1) Recommend that the BIA Plan for the Improvement of Library/Media/Information Programs be adopted with the further recommendation that a tribal committee be established through the Dept. of Interior, Office of Library and Information Services for the purpose of generating a formal report from Indian tribes and organizations to the BIA Plan by January 30, 1979. 2) Recommend that direct funding to tribes be established as opposed to being channeled through a state agency for Indian library and information services. 3) Recommend that the BIA be charged with disseminating information both funding and otherwise in regard to library and information services to tribes. 4) Recommend that State planning agencies be mandated to have Indian input in the planning of library and information services and furthermore that the State delegations for the White House Conference support and adopt this recommendation. 5) Create a National Indian Library Association with chapters in each state composed of a representative selection of people as defined by the tribal governments residing in each state.

"Developing Library Services for Indian People"

1) Recommend that credentials for Indian librarians be recognized by professional associations/institutions, but standards/criteria be determined by tribal governments through resolution. Training for Indian

librarians and trainees is a need on reservations. Accreditation standards cannot be met for these individuals without appropriate federal funds channeled to tribes for these purposes. Special appropriation by Congress is a need. 2) Relevant materials development by tribes is an urgent need. Many tribes have lacked the funding, equipment or access to the expertise to enable them to provide accurate curricula for the benefit of their membership. All phases of media and materials development need to be emphasized and funded. The National Indian Training Center, a center responsive to tribes, needs to be funded, as a beginning phase, from the BIA Central Office and staff for this assistance at the Center be increased to meet the needs of tribes.

Group 3

1) Libraries should become a part of the "Life Cycle" of the community. They should be living libraries as they can use their own resource people to preserve the culture, language, dancing and medicine. 2) Funds should be set aside at the federal level in all programs that have monies for Indian libraries. 3) Indian tribes be allowed to continue to apply for general funds. 4) Encourage local participation to develop library development. 5) Every tribal program should set aside money for library resources similar to indirect costs. 6) Stabilize funding for tribal libraries. 7) Provide adequate technical assistance. 8) Form a consortium of Indian people for libraries being knowledgeable in funding, legislation, and awareness of reservation needs and problems.

Group 4

1) Concern: Funding. Central funding agency - time cycle on funding - so programs will know time of operation - solid funding base. 2) Concern: Training. Indian people to work in Indian libraries as para-professional and professionals. 3) Concern: Awareness that tribal libraries do have information to contribute to the outside community. 4) Concern: To try and develop the library habit in children, so they become adult library users. 5) Concern: A lack of communication between local library - tribal government - state libraries and the BIA. 6) Concern: Funds for local libraries to produce materials relevant to the tribe. 7) Concern: An agency or a resource type guide which would help local libraries find relevant materials - network type system.

Recommended: A re-evaluation of statuatory requirement for local library board composition. Indian people should have representation on library boards.

Recommended: A plan modeled on the Wisconsin Indian training program be developed. Professional Indian librarians would then go the the reservations, and train local people to work in the libraries.

Recommendation: Human rights issues are involved in meeting the informational needs of people on or near reservations. We therefore recommend that those institutions at the National level (Smithsonian Institution, National Archives) which house material of a historical nature, relevant to the Indian people who are deprived of this material by the nature of the location of the material, recognize their obligation to the Indian people by sharing information and materials with the Indian people. We recommend that such material be taken to the reservations.

Group 5

Discussion began with introductions of all present. There was little discussion of speakers of the morning, except by one delegate who was impressed with the non-traditional activities, community participation and enthusiasm of the Akwesasne Library.

A) Need for multi-facet information and dissemination. B) The need for continued funding. The emphasis is on "continued" and the need continued to be expressed frequently throughout this discussion, even though another discussion was set aside for this subject in the afternoon. C) Accessibility problems for some present. Dissemination problems in those areas were seen to be correlates. D) Eligibility for Federal programs, especially for BIA institutions whose budgets may be being cut back but who were traditionally not eligible for other government agency programs. E) The training of Indian and non-Indian people for library service; the development of workshops for special interests and needs; dissemination of information of where these programs are and who they are addressed to. F) Information network development. There was concern about community control of network use and suggestions for solutions to individual situations expressed as problematic by some delegates. G) Broadening the goals of libraries and media materials. Dissemination of information on new media resources and programs. H) Developing resources within Indian communities and tapping into existing document centers or archives. I) Surveying archives for Indian materials and finding ways to make these archives available to the Indian communities; making Indian cultural centers (or libraries) Federal depositories for tribal materials. J) Developing community interest and appreciation in libraries; utilizing community use patterns for optimum use of a library.

There was much sharing of specific items of information about community problems or situations in a general get-to-know each other discussion. The divergent backgrounds and needs of the observers and delegates were noted.

Funding. 1) Librarians in BIA schools should be allowed to submit an annual budget for library materials and development. 2) The BIA should be required to provide schools with expenditures to meet and maintain local or regional accreditation. 3) There should be national or regional assessment of informal needs. 4) The publication of a complete directory of Federal and other funding sources for Indian libraries and the providing for its continual updating and regular dissemination. 5) All Indian libraries should be part of library networks. 6) Recommend discussions of how to preserve tribal documents and to provide the funding for a continued program of Indian archives. (example: Oklahoma Historical Society.) 7) That there be a National clearinghouse of oral history projects (completed or in progress) with Indian people. 8) That money be available to tribes to access their oral history capacities and to set guidelines on how to proceed on taping programs. 9) Increased sharing of information on the number, kinds and activities of Indian libraries and the development of an Indian Librarian Association.

Recommendations. 1) Develop mechanisms to increase the awareness of library and information systems and services to National Indian organizations (National Congress of American Indians, National Indian Education Association, United Indian Planners' Association, National Tribal Chairmen's Association). Ensure that these bodies are informed of this Conference's concerns, goals and resolutions. 2) There should be an ongoing recruitment and scholarship program for Native American librarians. 3) Develop career education programs at the elementary and high school level addressed to the nature of the library profession. 4) Encourage library schools to develop courses, workshops, institutes and internships on Indian library service. 5) Urge State departments of education and State libraries to cooperate in developing Indian training programs in areas where library schools are not functioning; ensure that tribal input into this program is an active ingredient. 6) Recommend that Area Offices, contractors for Higher Education grants, State and local Indian education departments include library science education as a priority in their programs. 7) Educate high school career counselors to the profession of library science. 8) Library schools in areas of high Indian population should undertake cooperative efforts to share information on programs, recruitment, special courses, internships, and training of Indian librarians and that they begin developing actual Indian-related programs for training as well as placement. 9) Encourage public or county libraries in areas which encompass large Indian populations or reservations to expand their services to those areas and utilize community people in paraprofessional or clerical positions in their programs. 10) Encourage these same libraries to provide Indian-related materials for these populations which have been received good evaluations by Indian book or media reviewers. 11) Provide a toll-free job line for Indian librarians or advertizing vacancies in Indian libraries. 12) Utilize CETA and domestic volunteer programs for library training of para-professionals. 13) Recommend that tribes develop policies of requiring copies of studies and surveys done on reservations or among their people to be deposited with the tribes prior to such a study being approved for undertaking.

Group 6

Recommendations. 1) Preconference instruct delegates to advocate a monitoring evaluation program within HEW that require tribal participation in developing state plans for libraries. 2) a) Implement library information services as a specific item in the current level of the BIA effort. b) No deviation from above program at the local level. c) Delegates ensure that proper instructions be given to appropriate agencies that Executive Budget request for FY 80 includes appropriate to support library information services for Native Americans. 3) Delegates adopt a position resulting in HEW regulations being amended to receive Native American participation in developing library information services for Native Americans. 4) a) Library and information services needs be reflected in tribal comprehensive plans; and b) Appropriate federal assistance be allotted for implementation of tribal library program categories; and c) All resolution prepared by this preconference be submitted to each tribal office and Indian library for local review and comment.

Group 7

1) Resolved that any reports and/or recommendations emanating from this conference be submitted to all Indian people through their reservation tribal business councils and/or official representatives for official endorsement, to be returned to the Office of Library and Information Services, U.S. Dept. of the Interior, within three months of receipt or no later than April 15, 1979. 2) It is recommended that a governing criteria of program rules and regulations for library service be flexible to appropriately meet the unique needs of Indian people. 3) Develop a stable financial base through 5% set aside from the Library Services and Construction Act for tribes and that appropriations be increased accordingly. (LSCA -6.25 million - which is $3,125,000.00.) 4) Whereas more than 45% of American Indians are presently living in urban areas outside the service definition of "on or near reservations", and whereas the special cultural and informational needs of urban Indian people are not being met by the regular library systems, therefore be it resolved that the delegates of the White House Pre-Conference support the urban Indian request that a stable financial base be developed to set aside funds from LSCA for urban Indian community resource centers and that appropriations be increased accordingly. Resolved further, each state library conference be urged to include urban Indian concerns and recommendations in their state proposals. 5) Recommend that the White House Pre-Conference on Indian Library and Information Services On or Near Reservations endorse the Draft BIA Plan for the Improvement of Library/Media/Information Programs subject to further review, modification and approval of the tribes. 6) Recommend that within the BIA school curriculum there be course development to encourage library usage and careers in the field of library and information services.

Group 8

1) Federal agencies and administration recognize that the funding of library and information services is a specific trust responsibility and that the BIA draft plan be adopted as a working model subject to modification from tribes and have their final approval. 2) Funds for construction or renovation of Indian resource centers for reservations, development of local Indian materials, and long-term funding for operation is to be top priority. 3) Establish training programs for developing Indian librarian professionals including instruction on specific needs pertinent to Indian libraries and resource centers. 4) Local Indian libraries need the expertise to develop their own library materials pertinent to local culture and develop the skills for publishing and marketing locally developed materials. 5) Develop technical assistance programs for helping tribes start and operate their library programs. 6) The Office of Library and Learning Resources create within their department an Indian Officer position and that a qualified Indian be selected for the job. 7) Office of Library and Learning Resources set aside at the federal level funds for Indian libraries and resource centers. 8) For the continuance of the trust of this Indian library conference, a follow conference convene prior to the White House Library Conference. 9) Librarians presently delivering services to Indians, i.e. public schools, be required to train teachers in the proper use of Indian library materials and resources. 10) Vehicle or organization gather and disseminate information between tribes and organizations. A resource sharing, horizontally.

(Group 9 recommendations were not turned in to the Conference Office.)

Group 10

1) Concern that funding guidelines allow any and all forms of information dissemination devices: A) Television can be very useful and should be used in conjunction with Indian libraries. 2) Concern with how to influence Indian people to use libraries: A) Needs assessment studies are important. 3) Concern with just how much power our four delegates with our resolutions will wield in Washington. 4) Important to have backing of tribal governments for the delegates: A) Keep all tribal governments informed of Pre-Conference and White House Conference activities. B) Need for grass-roots input. 5) Make sure funding is comprehensive - rent, utilities, staffing and materials: A) Need for Indians as library staff. Need for training programs for Indians. 6) Need to remember that funding to initiate Indian libraries but we as Indians should be aware of the need to eventually be self-sufficient. 7) Concern about how much impact our four delegates will have among that 1,000 delegates to White House. 8) If the Indian Nation is being treated as a 51st state for the purpose of selecting White House delegates, there is concern that there may be a duplication of testimony for Indians may speak for themselves while state delegates may have Indian delegates with no communication to this Pre-Conference or its four delegates. 9) The phrase: "on or near reservations" in the Pre-Conference title and BIA draft seem restrictive. What about urban Indians? is our concern. 10) If funding for Indian libraries from the U.S. Government becomes available, our four concerns were: a) Whereas, historical bureaucracies have slowed down work, bogged Indian requests with limits and controls heaped on at each step or level and eat up too much of initial funding, therefore be it resolved that eligible Indian entities apply directly to funding agencies. b) Whereas short term funding (1 - 2 yrs.) causes problems with getting good staff, getting started and continuity, therefore, funding should be set up to be long range with good evaluation instruments. c) Whereas, legislative wording sometimes does not allow for inclusion of all groups who should be -- therefore, entities allowed to apply for direct Indian library funding should be carefully worded to include: entities sanctioned by the tribal governments (ex., College of Ganado), tribal governments or councils, tribal bands, and national and community based Indian corporations - possibly sanctioned by tribal governments (ex., National Indian Youth Council and urban Indian Centers.) d) Federal money should be made available to Indian entities who are interested in conducting needs assessments, planning and/or feasibility studies for Indian library and information services. The studies would probably be done before library funding starts.

Whereas outside agencies have in the past forced inappropriate regulations upon Indian libraries, therefore be it resolved that accreditation procedures and/or standards for Indian libraries be established and administered by a National Indian controlled education or library group or organization.

Whereas, there is a lack of professional Indian librarians and lack of training opportunities for non-professional Indian library workers, therefore be it resolved that there be federally funded on-going Indian librarianship training programs established at at least 4 regionally distributed colleges or universities.

Group 11

American Indian/Eskimo should receive specialized continuous training in the use and development of computerized informational retrieval systems. 2) Redesign BIA band analysis to include a line item funding LMI services and training LMI services personnel. 3) Provide adequate special services to American Indian constituencies including free access by any American Indian to any public, private, special institutional or academic collection of any American Indian material within the United States. 4) There must be monies available to provide assistance for training American Indian/Eskimo people in the field of the library/media profession at the local level and at recognized accredited library schools. 5) Any state planning for the use of Federal funds should have American Indian/Eskimo and a percentage of Native representation on any state advisory council. The NCLIS should have American Indian/ Eskimo representation. (See #8 - Goals for Action: A Summary.) Eligibility to include Indian/Eskimo tribes and urban Indians and Indian communities. In current title, and a certain percent of state allocations----------to include another title under the legislation. 6) Recommend that dialogue be established and representation to the White House Conference be established with NCAI, NIEA and NTCA. Other interested National Indian organizations, and to lobby to encourage them to adopt supporting resolutions.

The role of libraries in Indian life and culture: Bookmobile. Patrons ask for reading material. -- Library is central location of the community. Most Indian libraries are casual or informal, a meeting place. Elderly people: high interest/low level reading. Delivery and retrieval system for both print and non-print materials. Organizational concerns: library use was denied because of non-membership.

Need for Indians to edit Indian writings. The non-Indian will never again be able to penetrate Indian values.

Feel unsure of the proposed draft to be voted upon because of lack of tribal or community input. Glad to be making a start in distributing information. The States must be made aware of the needs of local tribes. There needs to be Federal funds to be line itemed for libraries.

Need to contact lobbyists to help us. Interpretation of information. Check the fact sheet. People like to see impact. Statistical data. Group objectives.

1) There needs to be a form developed which will allow the various tribes to decide whether or not they endorse the concepts of the White House Conference. 2) There needs to be some type of clearinghouse in each state that will insure that a cross section of the community will be reached. 3) Recommend to the BIA that planning monies for library, media and information services be made available.

Group 12

Whereas, Indians on/near reservations experience great need for adequate library and information services, programs, facilities and materials, therefore be it resolved that the White House Pre-Conference recommends that the Dept. of the Interior be directed to request the U.S. Congress to authorize and appropriate funds earmarked for tribal reservation-based library services and related programs, and, further, that the BIA add a line item in their budget for library and information services for tribes.

Recommendation: that American Indians near or off the reservations are a minority group which have specific and special needs, which can be determined by needs assessment surveys, and that Indians be included in the State LSCA advisory council for funding.

Recommendation: that above be sent to Federal Office of Education and to all state libraries.

Tribes should select library worker trainees from their communities for training at the reservation tribal libraries. Indian people should be trained at all levels of library service, from on-the-job training to A.A. to B.A., M.L.S. to Ph.D. These people should create and foster an awareness of library services.

Book cataloging systems be revised to reflect Indian viewpoints, i.e., books should be shelved by tribe than by subject.

A networking systems should be developed between existing libraries, for Indian materials, including indexing of Indian newspapers and magazines.

There should be a corporation to assist tribes and individual Indian writers to write tribal histories and other Indian-related works.

Group 13

1) National newspaper on library and other Indian arts. 2) Language and culture should be taught in geographical area - copyright retained by the tribe. 3) Tribes need to provide service of language and culture regardless of the source. (Original # 4 reads: "Create National Indian Advisory Board on technical assistance -- form a directory of tribal resource people for leaders to submit to National Indian Library Board for grant proposal for recording tribal culture.") 4) Tribal leaders submit a grant proposal to National Indian Library Board to form a directory of tribal resource people and create a local Indian Library Board for input in NILB and exchanging information. (Original #5 reads: "Create and fill a new position of LMI program director at the policy-making level in BIA Office of Indian Education Programs, cf. p. 36, Working Draft. -- Expand to National Indian libraries and local Indian libraries as advisors to the program director.") 5) Pg. 36, Working Draft. Create and fill a new position at the policy making level in BIA Office of Indian Education Programs. Expand to National Indian Libraries Board and local Indian library boards representing regional areas. (Original #6 reads: "Develop an information system of categories, all relate to each other, education, Indian community services.") 6) Each tribal and regional center develop an information system of categories, relating to all tribal interests, to be housed in each tribal and regional center. 7) Equal funding for reservation and non-reservation Indians. 8) Mobile units - air transport to reach people in out-lying areas at a convenient time for them. 9) Resolution to NCAI, NTCA and CICSB for support of concept of library effort. 10) Dictionary for Indian languages - copyright retained by tribes. 11) Grant proposal for tribes to make use of Learning Resources Center with a computer terminal.

Group 14

Whereas no agency or organization has been responsible for the development and maintenance of Indian library and information services on or near reservations, now, therefore be it resolved that legislative efforts for Indian community library and information services must be permanently funded from the Federal government directly to the tribes. That these funds should include initial monies for a needs assessment, construction, staffing, training, materials, etc.

For continued maintenance and support of Indian controlled library and information service, each state must provide resources and services to insure efficient utilization and operation of Indian information centers.

That each state uphold their responsibility to the Indian people by having Indian representation on appropriate state bodies concerned with library and information services.

To create a national all-Indian board for the development of general criteria for application to media materials reflective of American Indians by taking existing guidelines and disseminating those guidelines to local tribal communities for acceptance, modification, or rejection at the local level.

Group 15

1) All libraries and information-related programs be funded for a period of longer than one year. 2) Budgeting practice (zero-based budgeting) insure that libraries be given a priority level where they will be funded. 3) Funding for libraries be allocated on the basis of there being a "deprive source" as opposed to being based on a per capita measure. 4) Tribal education programs requiring use of library services be required to contribute to the devleopment of school library acquisition and dissemination of material (i.e., special education, career education, adult education). 5) Funds be made available for the development of training materials for paraprofessional training in librarianship.
6) Fellowship monies for participation in MLS programs that are received by non-Indian students take the form of loans and must be paid back.
7) if the student does not work in a library that serves Indian population.
8) That the White House Pre-Conference commission the writing and preparation of a position paper whose purpose is to investigate and document the need for all levels of staffing, paraprofessional through professional, in libraries in all Indian reservation community and school libraries. 9) Recommend that salaries of library personnel working in reservation and rural libraries be equivalent to that of their public library counterparts. 10) Sufficient funding to purchase adequate catalogue and classification products, i.e., LC cards. 11) Sufficient funding to encourage Native American people to pursue all levels of studies in library science. Include training opportunities in professional and paraprofessional school and continuing education. 12) Accredited library schools recruit and graduate American Indian librarians through their established MLS programs. 13) Classification schemes in Indian libraries be compatible to one another. 14) Funds be made available to replace materials and resources which have been lost. 15) Institute a network system to share locally produced material (i.e., tapes produced through University projects.).
16) Librarians make communities aware of roles and responsibilities within local communities and state agencies and professional organizations.

TASK FORCE ASSIGNMENTS

TASK FORCE # 1: EXISTING LEGISLATION AND ACCESS TO INFORMATION

DELEGATES

William Demmert, Jr.

Margaret Teachout

Rachel Craig

Douglas R. Philbrick

A. Bruce Jones

Mary L. Stevens

Roy Robert Gann

Wes Martel

Georgianna Tiger

Betty Brown

Neola Walker

Kateri Cooper

Lowell Amiotte

James King

Pete Soto

Deanna Harragarra

TASK FORCE ASSIGNMENTS

TASK FORCE # 1: EXISTING LEGISLATION AND ACCESS TO INFORMATION

OBSERVERS

Everett L. Johnson

Rosalie Willie

Richard Heyser

James G. Kipp

Dulcie Wolf

Sef Tenono

Ray Fry

TASK FORCE ASSIGNMENTS

TASK FORCE #2: FUNDING POTENTIALS AND RESPONSIBILITIES

DELEGATES

Tommy Merino

Lynne Skenadore

Suzanne K. Wassmann

Margaret Wood

Gary Young

Lois Clauschee

William H. McCloskey

Carol Davis

Conrad Red Willow

Maxine Edmo

William York

Calvin Isaac

Jim May

Roger R. Jim

David Risling

TASK FORCE ASSIGNMENTS

TASK FORCE #2: FUNDING POTENTIALS AND RESPONSIBILITIES

OBSERVERS

Beatrice Cole

Sandra J. Harrison

Jean Coleman

Estelle E. Redlightning

Beverly Gerard

Oran La Pointe

Phyllis Tarhill

Etta Glenn

TASK FORCE ASSIGNMENTS

TASK FORCE # 3: MEETING INFORMATIONAL AND CULTURAL NEEDS

DELEGATES

Ed D. Castillo

Karen Corneius Fenton

Donald A. LaPointe

Sam V. Windy Boy, Jr.

Kennith York

Margaret Jacobs

Rebecca Murray

Kelly Haney

Peggy Jo Richmond

Betty Work

Michael J. Flores

Linda Hunsaker

Donald D. Ross

Patricia Annie Mayo

Lydia Angle

Janice Colorow

TASK FORCE ASSIGNMENTS

TASK FORCE # 3: MEETING INFORMATIONAL AND CULTURAL NEEDS

OBSERVERS

Mary Alice Reszetar

Milton S. Overby

Margaret DeCouteau

Bennard Dallas

Mary Jo Church

Herbert Chivambo Shore

Joe J. Jojola

Jack Forbes

TASK FORCE ASSIGNMENTS

TASK FORCE #4: MATERIALS FOR AMERICAN INDIAN PEOPLE

DELEGATES

Doris Adams
Harry Belgarde
Paul Johnson
Sidney Fox
Robert Whitener
Sammy White
Jean Knable
Alta Guzman
Harlene F. Sorrels
Loretta Hugo
Joseph Peniska
Lee Ann Tallbear
Sandra Borbridge
Francis White Bird
Ardith Peyope
Dixey Howe Mestith
Joseph Nicholas

TASK FORCE ASSIGNMENTS

TASK FORCE #4: MATERIALS FOR AMERICAN INDIAN PEOPLE

OBSERVERS

Mark Allen Petersen

Alfred D. Hagle

Talulah Earle Dean

Sally Roggia

Bill Donovan

Ella George

TASK FORCE ASSIGNMENTS

TASK FORCE # 5: TRAINING AND STAFFING FOR INDIAN LIBRARY AND INFORMATION PROFESSIONS

DELEGATES

Nellie K. Buffalomeat

Murton L. McCluskey

Lotsee Smith

Kim Yerton

Alfred D. Patnaude

June Lano

Claudia Kristovich

Lucy F. Covington

Mary Alice Tsosie

Suzy Erlich

Lana Sue Grant

Lloyd Old Coyote

TASK FORCE ASSIGNMENTS

TASK FORCE # 5: TRAINING AND STAFFING FOR INDIAN LIBRARY AND INFORMATION PROFESSIONS

OBSERVERS

Kathryn M. Munson

Marguerite B. Cooley

Dorothy Stockwell

William K. Smith

Janet Noll Naumer

Norman Higgins

Lillie S. Baxter

Pamela N. Hillaire

Peggy C. Smith

Carol A. Trowbridge

Sandra J. Fox

Ray D. Reese

Mariddie J. Craig

Lenora Roseland

TASK FORCE ASSIGNMENTS

TASK FORCE #6: PROGRAM INNOVATION AND RESOURCE SHARING

DELEGATES

Patricia Locke

Louis La Rose

Lorraine Misiaszck

Johnnie Bowannie

Jimmie Begay

Pauline Harjo

Leon Lusty

Janice Beaudin

Frank Henry

Tom Shirley

Jim Somday

Charles Robertson

Verna Wood

Andrew Candaleria

Marilyn Youngbird

Dorien Pond

TASK FORCE ASSIGNMENTS

TASK FORCE #6: PROGRAM INNOVATION AND RESOURCE SHARING

OBSERVERS

Yolanda J. Cuesta

Mariada C. Bourgin

Ramona Tecumseh Sandoval

Dave Warren

Ida Margaret McBride

Hazel Hegstad

Ruth Blank

Richard Killian

Fred Daves

TASK FORCE ASSIGNMENTS

TASK FORCE # 7: STRATEGIES FOR LIBRARY AWARENESS AND LEADERSHIP IN THE INDIAN COMMUNITY

DELEGATES

Steve Cadue

Judith A. Castiano

Anthony L. Genia

Winifred Manuel

Bud Sahmaunt

Eugene G. Atcitty

Irvin Harrison

Joseph R. Hardy

Forrest S. Cuch

Elizabeth Wacondo

Minerva White

David Gipp

Paul Tafoya

Valerie G. Merrick

Alfred Redman

Cheryl Metoyer

Conrad LaFromboise

Dennis Reed

TASK FORCE ASSIGNMENTS

TASK FORCE # 7: STRATEGIES FOR LIBRARY AWARENESS AND LEADERSHIP IN THE INDIAN COMMUNITY

OBSERVERS

Betty Jane Sheppard

Joanne Werger

Tom Oberkehr

Berta Bones

Appendix A/6

Resolutions Submitted by Task Force Groups *

Group 1

Whereas, library services on or near reservations are non-existent or need up-grading; and,

Whereas, the importance of information centers, libraries, or cultural centers, is well recognized by communities, on or near reservations; and,

Whereas, resources for needs assessment, planning, developing, and/or implementing programs for such services are very scarce;

Therefore be it resolved, that legislation or amendments to existing legislation for library services be created for providing such resources directly to Indian communities interested in developing programs or systems to serve their community; and

That such legislation include funding for:

1. Technical assistance.
2. Training programs.
    a. In-service.
    b. Pre-service.
3. Materials and dissemination.
4. Construction.

Whereas, the depository library program of the U.S. Government Printing Office does not allow depository status for tribal government and reservation libraries;

Therefore be it resolved, that Federal legislation be amended to permit each tribal government or reservation to designate one library within its jurisdiction as a depository library for publications of the U.S. Government Printing Office.

Whereas, Federal funds are made available to individual States; and,

Whereas, there is a need for a percentage of representation on any State advisory council or board for inclusion of American Indians and/or Alaska Natives in such organizations;

Therefore be it resolved that the State council/board of library and information services include American Indians and/or Alaska Natives in committees developing plans involving programs to insure that the needs of the Indians and Alaska Natives are met.

Whereas, dialogue is needed with the American Indian Higher Education Consortium, the Coalition of Indian-Controlled School Boards,

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* Official Pre-Conference Resolutions are on page 51 of the main body of this report.

the Governors' Interstate Indian Council, the National Congress of American Indians, the National Indian Education Association, and the National Tribal Chairmen's Association;

Therefore be it resolved, that representatives from the American Indian Higher Education Consortium, the Coalition of Indian-Controlled School Boards, the Governors' Interstate Indian Council, the National Congress of American Indians, the National Indian Education Association, and the National Tribal Chairmen's Association be identified and results of this conference be given to these persons to be presented to their respective organizations.

Whereas, there is a need for a National Center for the gathering and referral of data and the collection and dissemination of materials important to all Indian tribes and organizations;

Therefore be it resolved, that a National Center be established for collecting and disseminating information, and that this information be made available to the tribes and organizations.

Whereas, a Bureau of Indian Affairs Plan for the Improvement of Library, Media and Information Programs has been drafted; and,

Therefore be it resolved, that the Bureau of Indian Affairs Plan be adopted as a working model, subject to modifications from tribes, and their final recommendations and amendments to be approved by tribes. Be it further resolved that funds be made available from the BIA to carry out the intent of the Pre-White House conferees.

Whereas, Indians on or near reservations experience great need for adequate library and information services, programs, facilities and materials;

Therefore be it resolved, that the White House Pre-Conference recommends that the Department of the Interior be directed to request the U.S. Congress to authorize and appropriate additional funds earmarked for tribal reservation-based library services and related programs, and, further, that the BIA add a line item in their budget for library and information services for tribes.

Group 2

Whereas, the task of meeting the library needs of American Indians/Alaska Natives is complex;

Therefore be it resolved, that a National Indian Library Consortium be established and be composed of library-related representatives from American Indian/Alaska Natives, tribes and organizations. Among their tasks will be to seek funding sources, influence legislation and share and disseminate information about Indian libraries.

Whereas, libraries are integral to the educational process; and,

Whereas, libraries and information services are a part of the Federal trust responsibility;

Therefore be it resolved that the BIA must include funds for libraries in BIA schools as a budget line item.

Whereas, current Federal sources of funding for American Indian/Alaska Native libraries with one year funding periods cause grave problems with program success and continuity;

Therefore be it resolved that any Federal funds designated specifically for American Indian/Alaska Native libraries be in multi-year funding cycles.

Whereas, Federal agencies and this Administration recognize that the funding of library and information services is a specific trust responsibility and that the BIA draft plan should be adopted as a working model subject to modification and final approval by American Indian/Alaska Natives; and,

Whereas, Indians/Alaska Natives on or near reservations experience great need for adequate library programs, facilities and materials;

Therefore be it resolved that the White House conference recommends that the Department of the Interior be directed to request the U.S. Congress to authorize and appropriate new funds earmarked for Indian library services and related programs; and further, that the BIA add a line item in their budget for library and information services for American Indians/Alaska Natives.

Whereas, those limited Federal monies available for American Indian/Alaska Native library needs have historically had numerous non-Indian constraints on spending;

Therefore be it resolved that any Federal funds designated for Indian libraries be expended according to guides established to allow for comprehensive Indian needs. (Eg., construction, physical plant maintenance, staffing, equipment, print and non-print materials, etc.)

Whereas, American Indian/Alaska Natives are not proportionately represented on LSCA boards; and,

Whereas, library and information services on or near Indian reservations are very inadequate or non-existent; and,

Whereas, library and information services are an integral component of proper human and community development today;

Therefore be it resolved, that 8% of the total LSCA budget be set aside at the Federal level for direct funding to American Indians/Alaska Natives.

Whereas, Federal agencies and the Administration recognize that the funding of library and information services is a specific trust responsibility; and,

Whereas, American Indians/Alaska Natives on or near reservations experience great need for adequate library and information services, programs, facilities and materials;

Therefore be it resolved that the White House conference recommend that the Department of the Interior be directed to request the U.S. Congress to authorize and appropriate funds earmarked for Indian library services and related programs.

Whereas, tribal governments utilize various information delivery systems in the areas of housing, health services, tribal enterprises, and other tribal programs; and,

Whereas, relevant tribal information is increasingly a necessary component of these programs as they become more complex; and,

Whereas, funding is unavailable to cover the cost of such services;

Therefore be it resolved that the BIA and the U.S. Office of Education should explore existing funds that can be specifically set aside for information services to complement existing programs that are provided for American Indian/Alaska Native communities from the respective agencies.

Be it further resolved, in the event that funding is not readily available, that the Federal agencies seek legislative efforts to earmark funds that would be used for American Indian/Alaska Native community libraries and information services.

Group 3

Whereas, tribal, organizational and community support is imperative to insure the realization of the goals and resolutions established by the White House Pre-Conference delegates; and,

Whereas, the need has been identified for the establishment of a communications network to insure continued dialogue and consultation with tribes, organizations and communities for the development of the identified goals, now;

Therefore be it resolved that community, tribal, organizational and legislative leaders be supplied with all relevant information (including the Pre-Conference resolutions) to enlist appropriate and continuing support.

Whereas, existing information and library systems are not meeting the informational and cultural needs of Indian communities; and,

Whereas, the Federal, State and private programs need to be inventoried to identify the programs not being utilized; and, Whereas, existing and projected local Indian libraries need the expertise to develop their own library materials and programs pertinent to the local culture; and,

Whereas, existing Federal and State legislation is inadequate to address the informational, cultural and funding needs; and,

Whereas, specific tribal, cultural and individual needs must be identified and met in order that library and informational systems can be made relevant to the user and reflective of the diversity of the communities in which they function; and,

Whereas, these systems should be developed in such a way as to preserve the oral and written history, tradition and heritage of the specific Indian community which they serve; and,

Whereas, there is a need to extend and develop informational systems that will enhance the essence of self-determination and tribal sovereignty;

Therefore be it resolved that existing legislation be amended or new legislation be developed with provisions allowing for innovation and flexibility with adequate program funding to meet the information and cultural needs of individual Indian tribes, organizations and Indian communities; and,

Therefore be it further resolved that such legislation be in keeping with and supportive of the doctrine of Indian sovereignty and self-determination.

Group 4

Whereas, a need to assist tribes and individual Indian writers in writing and publishing tribal histories, language dictionaries, and other Indian-related works exists;

Therefore be it resolved that there be Indian evaluators for Indian writings; and copyrights to materials published should be retained by the tribes and/or individual Indian authors.

Whereas, there are native curricular materials being developed by many/most tribes, universities, community colleges, Indian-controlled schools, organizations; and,

Whereas, there is no workable classification system for the cataloging of these materials;

Therefore be it resolved that a national dissemination network be developed and established under the auspices of a representative National Indian Library consortium that would provide the model for a classification system as well as provide the comprehensive informational services now presently lacking.

Whereas, the development of Indian curricular materials is valuable in the understanding of the rich Indian culture by all peoples; and, Whereas, curricula must be developed in a manner which promotes better understanding of both Indian and non-Indian peoples; and,

Whereas, Indian curricula must be developed with the extensive input of traditional Indian historians and scholars;

Therefore be it resolved that all Indian curricula and related materials developed must support and encourage the preservation of the Indian oral traditions which are unique to the different Indian communities.

Whereas, much information of historical value to tribes and to Indian people is housed in various institutions at the National level, such as the Smithsonian Institution and the National Archives;

Therefore be it resolved that those institutions at the National level which house historical materials relevant to Indian people, who are deprived of access to this material because of its geographic location, recognize their obligation to Indians by sharing this information and taking such materials to the reservations and native communities.

Whereas, academic and public libraries have traditionally neglected, either by design or insensitivity, to provide an adequate collection of Indian materials to the native populations needing to be served; and,

Whereas, materials now in these libraries are generally not evaluated and/or produced by native peoples;

Therefore be it resolved that academic and public libraries be required to serve Indian populations within their service area by providing an adequate collection of Indian materials as determined by the tribes.

Group 5

Whereas, there has been a lack of necessary finances to attend colleges; and,

Whereas there has been under-representation of Indians in the field of library science; and,

Whereas there is a need for Indians to serve in the library field in Indian communities;

Therefore be it resolved, that fellowships and grants be made available for Indian students to receive training in the field of library science.

Whereas, library service in Indian communities is different and unique compared to traditional library service; and,

Whereas, traditional library courses have not included techniques specially tailored to the Indian community situation;

Therefore be it resolved that the White House Pre-Conference recommend that all schools teaching library techniques incorporate into their existing courses of study library techniques that will be appropriate for providing services in Indian communities.

Whereas, there have been no clear-cut directions, guidelines, standards or procedures specifically oriented to the purpose of developing Indian libraries;

Therefore be it resolved that accreditation procedures for Indian libraries be established and administered by a National Indian-controlled education agency, library group, or organization.

Whereas, Native American people are needed to participate in the process of Indian self-determination; and,

Whereas, traditionally they have been denied access to the area of library science; and,

Whereas, tribal libraries need local community persons to administer them;

Therefore be it resolved that State departments of education and State library agencies develop training programs to accredit Indian people as librarians.

Whereas, historically and traditionally there has been a lack of accurate and unbiased materials to be used in training the potential library staff;

Therefore be it resolved that funds be made available to secure and produce materials which will allow trainees to develop positive attitudes, concepts and values about the Native American heritage, and to develop materials which will teach basic library procedures to be used in the particular library or community.

Whereas, reservation and near-reservation libraries subscribe to providing total library services; and,

Whereas, it is determined that programs which utilize equipment such as computers and audio-visual hardware are necessary to the delivery of these total services;

Therefore be it resolved that funds be made available for continuous education for Indian librarians in such areas as the use of media equipment, computers and other library materials that would improve library services to the community.

Whereas, it is recognized that reservation or near-reservation libraries should be reflective of total community needs; and,

Whereas, constituent members of the community can be of ultimate benefit to the sensitivity and cultural aspects of the libraries;

Therefore be it resolved that local volunteers be encouraged to participate in all facets of library programs.

Whereas, high school counselors are not aware of the need to address students regarding a professional career in library/media;

Therefore be it resolved, that in-service training be offered to high school counselors in order to make them aware of the need to address students regarding a professional career in library/media.

Whereas, communities on or near reservations are not training and utilizing community members as library personnel;

Therefore be it resolved that communities on or near reservations train and utilize community members as library personnel.

Whereas, the need for all levels of staffing (paraprofessional through professional) in libraries in all Indian reservation community and school libraries has not been investigated and documented;

Therefore be it resolved that the White House Pre-Conference commission the writing and preparation of a position paper whose purpose is to investigate and document the need for all levels of staffing (paraprofessional through professional) in libraries in all Indian reservation communities and school libraries.

Whereas, librarians when they have completed their formal training at an accredited library school must be kept abreast of the ever-changing community life and culture;

Therefore be it resolved that librarians be afforded the opportunity to participate in training of a continuous nature to include the following but not limited to: public relations skills; computerized informational retrieval systems; and, awareness/sensitivity training of life and culture of the community.

Whereas, the reservation and near-reservation libraries adhere to the goals and standards of their constituent group; and,

Whereas, the standards and goals of the traditional library systems differ from the culture and life style of the Indian and native population;

Therefore be it resolved that tribal governments or their designees determine standards for certification of Indian librarians and further recommend that those standards be recognized by the professional associations.

Whereas, there is no institution which offers a special program to train potential librarians in Indian library services;
Therefore be it resolved that there be Federally-funded on-going Indian librarianship training programs established at at least four regionally distributed colleges or universities.

Whereas, needs for training professional and non-professional librarians have been identified as a vital and integral part and as the prime factor in developing Indian library programs; and,
Whereas, persons and organizations that are designated to seek funding for library training programs should utilize all available agencies and resources toward this endeavor; and,
Whereas, a project of this nature is unique in concept because of the uniqueness of the Indian background and materials developed for Indian libraries;
Therefore be it resolved that in order to facilitate an Indian library training program, funds for implementation of such training programs be given top priority.

Group 6

Whereas, there exists an abundance of American Indian materials which are inadequately utilized by BIA,public and private schools, and all aspects relevant to the process of Indian education; and,
Whereas, the availability of information specifically relevant to curriculum development for the purposes of enhancing the spiritual, political, recreational, outreach, cultural, and economic values of the American Indian people is quite important;
Therefore be it resolved that the White House Conference delegates support and endorse the position which will foster and strengthen the American Indian way of life.

Whereas, there is no existing, formalized mechanism of communication among Indian libraries; and,
Whereas, there exists a vast amount of American Indian materials which are scattered, uncollected, undocumented, and inaccessible to Indian people; and,
Whereas, there is no formalized mechanism for reviewing, evaluating, endorsing, and disseminating the vast American Indian resources;
Therefore be it resolved that the President of the United States shall direct the Department of the Interior and the Bureau of Indian Affairs to establish a National clearinghouse.

Whereas, there has been little formal representation of Indian libraries at the local, State and National levels; and, Whereas, it is deemed essential to form a National Indian Library Board; and,

Whereas, there is a need to formulate American Indian library policy to insure proper coordination and effective dissemination of American Indian materials and information pertinent to American Indian libraries; and,

Whereas, this National Indian Library Board shall advocate solely for the purposes of planning, developing, strengthening, upgrading and promoting American Indian libraries;

Therefore be it resolved that the President of the United States shall create a National Indian Library Board.

Whereas, there is no existing formalized system of communication among Indian libraries; and,

Whereas, there exists a vast amount of American Indian materials which are scattered, uncollected, undocumented, and inaccessible to Indian people; and,

Whereas, there exists a need to establish a National network; and,

Whereas, it is our desire to share the untapped wealth of American Indian resources;

Therefore be it resolved that the President of the United States shall direct the Department of the Interior and the Bureau of Indian Affairs to establish a National network of American Indian libraries to insure maximum use of these resources.

Group 7

Whereas, many Indian tribes need to be made aware of the importance and impact of developing libraries on or near their reservations; and,

Whereas, there is a need for broad-based support for library and information services on or near reservations;

Therefore be it resolved, that tribal leaders be made aware of library/media/information concerns by utilizing all the materials, deliberations and documents of the White House Pre-Conference on Indian Library and Information Services On or Near Reservations, to be disseminated by the Office of Library and Information Services of the Department of the Interior.

Whereas, American Indian leaders who are knowledgeable and aware of the information needs of their communities are under-represented on State library boards; and,

Whereas, there exists a lack of awareness within State library agency boards of local Indian community information needs;

Therefore be it resolved that State library and education agencies dealing with the provision of library and information services be required to utilize the expertise of the Indian communities on their planning and advisory boards.

Whereas, Indian tribal business councils and elected officials should be provided with documents describing the act of the White House Pre-Conference on Indian Library and Information Services On or Near Reservations, and should have the opportunity to react to the findings and recommendations of the Pre-Conference;

Therefore be it resolved that any reports and/or recommendations emanating from this conference should be submitted to all Indian people through their reservation tribal business councils and any official reactions returned to the Office of Library and Information Services within three months of receipt or no later than April 15, 1979.

Whereas, there is a critical need for a National effort to promote awareness, advocacy, and coordination of library/media/ information policy and services for American Indians; and,

Whereas, such National focus should provide for the participation of both librarians and non-librarians in determining programs and policies;

Therefore be it resolved that a National American Indian Library/ Media/Information Advisory Board be created within the U.S. Department of the Interior, Office of Library and Information Services, with responsibility for articulating Indian needs to the various Federal agencies providing learning resources to American Indians.

Whereas, library/media/information needs are a primary concern of American Indian people as evidenced by this conference;

Therefore be it resolved, that all National Indian organizations include as part of the agenda of their annual meetings the role of library/media/information services in meeting American Indian community development needs.

Whereas, the White House Pre-Conference on Indian Library and Information Services On or Near Reservations made possible the gathering and unification of individuals representing American Indian concerns about library and information services;

Therefore be it resolved that dialogue be established by the White House Pre-Conference on Indian Library and Information Services On or Near Reservations with the National Congress of American Indians, the National Indian Education Association, the National Tribal Chairmen's Association, tribal councils and other interested National Indian organizations in order to encourage White House Pre-Conference delegates with supporting resolutions.

Whereas, participants attending the White House Pre-Conference on Indian Library and Information Services On or Near Reservations have received, gathered and exchanged ideas concerning establishing and developing libraries for Indian communities; and,

Therefore be it resolved that each participant should take the leadership role necessary to establish and maintain successful library/media/information systems in his local community.

Appendix A/7

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF THE SOLICITOR
WASHINGTON, D.C. 20240

FEB 0 1 1979

MEMORANDUM

To: Director, Office of Library and Information Services

From: Associate Solicitor Division of Indian Affairs

Subject Definition of "near reservations"

This responds to your memorandum of November 7, 1978, asking for the official Departmental definition of the term "on or near reservations." There is no single definition of that term for all purposes. The BIA, however, has recently published a listing of those off-reservations areas in Arizona, Washington and Oregon that it regards as "near reservations" for purposes of eligibility for social services programs. 44 F.R. 2693. A copy of that listing is attached. The general criteria the BIA uses in designating such areas are set out at 25 C.F.R. § 20.1(r) (1978). A copy of that provision is also attached.

The Indian Health Service uses a different definition. The IHS recently promulgated 36.22 of Title 42 of the Code of Federal Regulations, which establishes "service delivery areas" based on the IHS determination of what "near reservations" means. 43 F.R. 34654. A copy of that document is also attached.

The BIA serves many Indians who do not live in Indian country as that term is defined in 18 U.S.C. § 1151. The use of the term "on or near reservations" will generally include all Indians eligible for all BIA programs except those programs (like the scholarship program) that are available regardless of residence.

Thomas W. Fredericks

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44 F.R. 2693

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

NEAR RESERVATION DESIGNATIONS

DECEMBER 27, 1978.

This notice is published in exercise of authority delegated by the Secretary of the Interior to the Assistant Secretary—Indian Affairs by 230 DM 2.

In accordance with Title 25—Indians, Chapter 1—Bureau of Indian Affairs, Department of the Interior, Subchapter D—Social Welfare, Part 20—Financial Assistance and Social Services Program (25 CFR 20) the Assistant Secretary—Indian Affairs has designated certain locales as "Near reservation" locations appropriate for the extension of Bureau of Indian Affairs financial assistance and/or social services. The locales listed alphabetically below by Bureau Agency Office jurisdiction are those designated for this purpose:

Agency	Reservation-Tribe	"Near reservation" location
Cherokee Agency, Cherokee, NC.	Cherokee	Counties of Cherokee, Graham, Haywood, Jackson and Swain (all of the above within the State of North Carolina).
Choctaw Agency, Philadelphia, MS.	Choctaw	Counties of Neshoba, Leake, Newton, Kemper, Scott, Attala, Lauderdale, Winston, Noxubee, Clarke, Smith and Jones (all of the above within the State of Mississippi).
Colorado River Agency, Parker, AZ.	Colorado River	Bouse, Ehrenberg, Parker, Salome, Lake Havasu City, Kingman, Bull Head City, Holiday Shores, Mohave Valley, Havasu Valley (all of the above within the State of Arizona).
Fort Apache Agency, Whiteriver, AZ.	Fort Apache	Pine Top, Lakeside, Eager, Showlow, Nutrioso, Holbrook, Overgaard, Alpine, Taylor, Springerville, Heber, Globe, St. Johns, Snowflake, Winslow (all of the above within the State of Arizona).
Fort Hall Agency, Fort Hall, ID.	Shoshone-Bannock	Counties of Bingham, Power, Bannock and Caribou (all of the above within the State of Idaho).
Fort McDowell Agency, Fountain Hills, AZ.	Mojave-Apache	Mesa, Tempe, Scottsdale (all of the above within the State of Arizona).
Fort Yuma Agency, Yuma, AZ.	Quechan, Cocopah	Gadsden, Roll, San Luis, Somerton, Tacna, Yuma, Wellton (all of the above within the State of Arizona).
Hopi Agency, Keams Canyon, AZ.	Kaibab-Paiute	Fredonia, Arizona; St. George, Utah; Kanab, Utah; Cedar City, Utah.
	Hopi	Holbrook, Winslow, Flagstaff, Grand Canyon, Page (all of the above in the State of Arizona).
Navajo Area Office, Window Rock, AZ.	Navajo	Grand Canyon, Joseph City, Marble Canyon, Flagstaff, Snowflake, Holbrook, Page, Wupatki, Winslow (all of the above in the State of Arizona), Farmington, Aztec, Bloomfield, Magdalena, Cuba, Kirtland, Grants, Milan, Socorro, Gallup (all of the above within the State of New Mexico), La Plata, Cortez, Bayfield, Durango Ignacio, and Towaoc (all of the above within the State of Colorado).
Papago Agency, Sells, AZ.	Papago	Tucson, Why, South Tucson, Ajo, Gila Bend, Sasabe, Casa Grande, Sahuarita, Coolidge, Marana, Florence, Red Rock, Eloy, Cortaro, Toltec, Picacho, Buckeye, Arizona City, Stanfield (all of the above in the State of Arizona).
Pima Agency, Sacaton, AZ.	Ak-Chin	Chandler, Mobile, Laveen, Stanfield, Casa Grande, Gila Bend, Phoenix, Midway, Eleven Mile Corner, Kyrene, Coolidge, Florence, Buckeye, Maricopa (all of the above within the State of Arizona).
	Gila River	Chandler, LaPalma, Eloy, Ocotillo, Casa Grande, Gilbert, Higley, Kyrene, Rittenhouse, Hightown, Queen Creek, Gila Bend, Standfield, Chandler Hts., Florence, Mobile, Maricopa, Coolidge, Borree Corners, Avondale, Randolf, Tempe, Phoenix, Guadalupe, Mesa, Glendale, Litchfield, Laveen, Eleven Mile Corner, Buckeye, Cotton Bowl, Tolleson, Apache Junction (all of the above within the State of Arizona).
Salt River Agency, Scottsdale, AZ.	Salt River Pima-Maricopa.	Tempe, Mesa, Phoenix, Scottsdale (all of the above within the State of Arizona).
San Carlos Agency, San Carlos, AZ.	San Carlos	Miami, Superior, Eden, Thatcher, Pima, Safford, Hayden, Winkleman, Globe, Fort Thomas, Showlow (all within the State of Arizona).
Truxton Canon Agency, Valentine, AZ.	Hualapai	Kingman, Seligman, Nelson (all of the above within the State of Arizona).
	Havasupai	Grand Canyon, Williams, Flagstaff (all of the above within the State of Arizona).
	Yavapai (Prescott)	Prescott, Arizona.
	Yavapai (Apache)	Jerome, Clarkdale, Cottonwood, Rimrock, McGuireville, Camp Verde, Lake Montezuma (all of the above within the State of Arizona).
Umatilla Agency, Pendleton, OR.	Umatilla	Counties of Umatilla and Union; Celilo Village in Wasco county (all of the above within the State of Oregon).
Western Washington Agency, Everett, WA.	Lummi	County of Whatcom in the State of Washington.
	Klallam	County of Kitsap in the State of Washington.
	Puyallup	Counties of King, Pierce, Kitsap, Thurston, in the State of Washington.
	Tulalip	County of Snohomish in the State of Washington.
	Hoh	Counties of Clallam, Jefferson, Grays Harbor and King, in the State of Washington.
	Quileute	Forks, Washington.

25 CFR 20—*Financial Assistance and Social Services Program* regulations have full force and effect when extending Bureau of Indian Affairs assistance and/or services in the above designated "Near reservation" locations.

Further information about these "Near reservation" designations may be obtained from the Chief, Division of Social Services, Bureau of Indian Affairs, 1951 Constitution Avenue NW., Washington, D.C. 20245, telephone 703-235-2756.

RICK LAVIS,
Acting Assistant Secretary—
Indian Affairs.

[FR Doc. 79-1071 Filed 1-11-79; 8:45 am]

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25 C.F.R. § 20.1(r) (1978)

(r) "Near reservation" means those areas or communities adjacent or contiguous to reservations which are designated by the Commissioner upon recommendation of the local Bureau Superintendent, which recommendation shall be based upon consultation with the tribal governing body of those reservations, as locales appropriate for the extension of financial assistance and/or social services, on the basis of such general criteria as: (1) Number of Indian people native to the reservation residing in the area, (2) a written designation by the tribal governing body that members of their tribe and family members who are Indian residing in the area, are socially, culturally and economically affiliated with their tribe and reservation, (3) geographical proximity of the area to the reservation, and (4) administrative feasibility of providing an adequate level of services to the area. The Commissioner shall designate each area and publish the designations in the Federal Register. //

18 U.S.C. § 1151

§ 1151. Indian country defined

Except as otherwise provided in sections 1154 and 1156 of this title, the term "Indian country", as used in this chapter, means (a) all land within the limits of any Indian reservation under the jurisdiction of the United States Government, notwithstanding the issuance of any patent, and, including rights-of-way running through the reservation, (b) all dependent Indian communities within the boarders of the United States whether within the original or subsequently acquired territory thereof, and whether within or without the limits of a State, and (c) all Indian allotments, the Indian titles to which have not been extinguished, including rights-of-way running through the same.

(June 25, 1948, ch. 645, 62 Stat. 757; May 24, 1949, ch. 139, § 25, 63 Stat. 94.)

43 F.R. 34654

§ 36.22 Establishment of contract health service delivery areas.

(a) In accord with the congressional intention that funds appropriated for the general support of the health program of the Indian Health Service be used to provide health services for Indians who live on or near Indian reservations, contract health service delivery areas are established as set out below:

(1) The State of Alaska;

(2) The State of Nevada;

(3) The State of Oklahoma;

(4) Chippewa, Mackinac, Luce, Alger, Schoolcraft, Delta, and Marquette Counties in the State of Michigan;

(5) Clark, Eau Claire, Jackson, LaCrosse, Monroe, Vernon, Crawford, Shawano, Marathon, Wood, Juneau, Adams, Columbia, and Sauk Counties in the State of Wisconsin and Houston County in the State of Minnesota.

(6) With respect to all other reservations within the funded scope of the Indian health program, the contract health services delivery area shall consist of a county which includes all or part of a reservation, and any county or counties which have a common boundary with the reservation.

(b) The Secretary may, from time to time, redesignate areas or communities within the United States as appropriate for inclusion or exclusion from a contract health service delivery area after consultation with the tribal governing body or bodies of those reservations included within the contract health service delivery area. The Secretary will take the following criteria into consideration:

(1) The number of Indians residing in the area proposed to be so included or excluded;

(2) Whether the tribal governing body has determined that Indians residing in the area near the reservation are socially and economically affiliated with the tribe;

(3) The geographic proximity to the reservation of the area whose inclusion or exclusion is being considered; and

(4) The level of funding which would be available for the provision of contract health services.

(c) Any redesignation under paragraph (b) of this section shall be made in accordance with the procedures of the Administrative Procedure Act (5 U.S.C. 553).

4

WHITE HOUSE PRE-CONFERENCE ON
INDIAN LIBRARY AND INFORMATION SERVICES
ON OR NEAR RESERVATIONS

November 7, 1978

Planning Committee

Ms. Virginia H. Mathews
Osage, Chairman

Members

Dr. William Demmert
Tlingit-Sioux

Ms. Maxine Edmo
Shoshone-Bannock

Mr. Anthony [illegible]
Ottawa/Choctaw

Mr. David Gipp
Sioux

Mr. Joseph [illegible]
Navajo

Mr. Calvin Isaac
Choctaw

Dr. Cheryl Metoyer
Cherokee

Mr. David Risling
Hoopa

Dr. Joseph [illegible]
Kiowa

Prof. Lotsee Smith
Comanche

Mr. Pete [illegible]
Cayuga

Ms. Minerva White
Mohawk

Ms. Marilyn Youngbird
Arikara

MEMORANDUM

TO: Solicitor
FROM: Director, Office of Library and Information Services, U.S. Department of the Interior
RE: Information Request from the White House Pre-Conference on Indian Library and Information Services On or Near Reservations

On October 19 through 22, 1978, the White House Pre-Conference on Indian Library and Information Services On or Near Reservations was held at the Denver Airport Hilton Inn in Colorado. The all-Indian delegation gathered in order to provide grass-roots input to Federal library and information policy. The Pre-Conference took place under the sponsorship of the Office of Library and Information Services and the Bureau of Indian Affairs of the U.S. Department of the Interior, as well as the National Commission on Libraries and Information Science.

The delegates passed a motion directing me to formally request a statement from the Solicitor of U.S.D.I. regarding the official Departmental definition of the term "on or near reservations." (This was moved by Maxine Edmo (Shoshone-Bannock) of Idaho and seconded by an official delegate on October 22 at the fourth general session of the Pre-Conference.) Debate concerning this question arose during the fourth and final general session of the Pre-Conference on Sunday, October 22, 1978. Some of the delegates questioned whether the term "Indian country" or the term "on or near reservations" should be used in the resolutions, so that none of the constituencies served by the Bureau of Indian Affairs would be excluded, and also because tribal representatives were sensitive concerning any appearance of downplaying or side-stepping tribal consultation and tribal input by the rural or urban Indian.

On behalf of the Pre-Conference, I thank you for your attention to this matter.

(Mrs.) Mary A. Huffer

Attachments

The
White House
Conference
on Library
and
Information
Services